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ABSTRACT

An annotated bibliography of works concerning the second language classroom, and especially oral language instruction, has four sections. The first addresses general issues in second language instruction: its nature, the component parts, goals, and problems. The second part focuses on the classroom participants, teachers and learners, and the kinds of exchanges that occur in the classroom, group dynamics, the teacher's preparations, the teacher's role in classroom communication, correction of errors, and evaluation of oral expression. The third section contains items concerning the evolution or unfolding of the class from the point of view of theme and mood. The fourth section looks at pedagogical trends and the implications of their application. Annotations of works published in French are written in French; those of works published in English are written in English. (MSE)

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LA CLASSE DE CONVERSATION EN L2: UNE BIBLIOGRAPHIE SÉLECTIVE ET DESCRIPTIVE

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Diane Huot
Raymonde Coulombe

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INTRODUCTION

Les pages qui suivent présentent une bibliographie sélective et descriptive d'ouvrages relatifs à la c.c. Comme bon nombre de bibliographies, celle- ci ne peut constituer un travail exhaustif en raison du hasard (certains titres nous ont certainement échappé) et en raison de notre conception de la c.c. qui a guidé nos choix au cours de ce travail et qui a pu contribuer à en restreindre l'étendue.

Il s'agit de la première étape d'un projet plus vaste ayant pour objectif la recension de tous les ouvrages liés de près ou de loin à la c.c. Elle couvre principalement une période d'une vingtaine d'années, de 1960 à 1983, bien que certains titres plus anciens ou récents aient été occasionnellement inclus. Nous comptons dans une étape ultérieure entreprendre la description d'ouvrages plus anciens et également effectuer une mise à jour pour les publications postérieures à 1983.

Chaque résumé a été effectué pour les fins de ce travail et la présence de guillemets indique que les mots isolés sont ceux de l'auteur de l'ouvrage décrit. Le résumé des écrits publiés en anglais a été effectué en anglais et celui des écrits publiés en français a été fait en français.

Remarques sur l'élaboration et le choix des textes

La réalisation de cette bibliographie comportait trois étapes. Il s'agissait de recenser et de dépouiller les ouvrages traitant de près ou de loin de la c.c. ou de l'un de ses aspects, d'en sélectionner un certain nombre et de les résumer.

Les textes retenus rendent compte en tout ou en partie de la c.c. et ont été regroupés dans l'une ou l'autre des quatre parties de ce travail soit: 1) aspect général, 2) intervenants, 3) déroulement, 4) courants.

Initialement tous les textes retenus devaient être résumés, bien que par la suite certains d'entre eux aient été uniquement cités. C'est le cas notamment de textes traitant des activités et des jeux en c.c. dont le grand nombre aurait donné lieu à trop de répétitions dans les résumés. Cette multitude de textes sur le *comment* et le *quoi* constitue un témoignage de la difficulté de la c.c. et annonce les

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préoccupations communes à de nombreux auteurs qui de part et d'autre, sans s'être consultés, essaient d'y proposer des solutions. Le choix des textes à résumer ou à citer ne dépend toutefois que de leur ordre d'apparition - les premiers textes que nous avons lus ont été résumés et, par la suite, ils ont été cités. Il ne repose aucunement, par conséquent, sur des critères liés à leur qualité ou à leur originalité.

Contrairement aux activités ou aux jeux en c.c., l'animation d'un groupe de conversation ou la mesure et/ou l'évaluation de l'expression orale ont donné lieu à moins d'écrits. Sans doute s'agit-il de questions difficiles à résoudre pour lesquelles moins de solutions ont été proposées.

Cette bibliographie comporte peu d'écrits reliés à la formation du professeur ou du moniteur de conversation, ou aux connaissances d'ordre théorique (linguistique, psychologique, etc.) que ce dernier devrait posséder pour animer avec succès une c.c. Dans une étape ultérieure, il serait également souhaitable d'y inclure plus d'ouvrages en langue espagnole, portugaise, allemande et italienne traitant de ce sujet.

Diane Huot
Responsable

Raymonde Coulombe

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1ère PARTIE

LA CLASSE DE CONVERSATION: ASPECT GENERAL

La classe de conversation: aspect général

Cette première partie regroupe les écrits qui traitent de la classe de conversation d'un point de vue général ou qui en examinent la nature, les composantes, les buts et/ou les difficultés.

La notion de c.c. signifie dans l'optique de ce travail le moment de l'enseignement/apprentissage d'une langue seconde ou étrangère consacré à l'aspect oral de la langue. Elle est utilisée dans un sens large et, pour des raisons d'ordre pratique, est employée à titre d'équivalent aux divers termes qui ont eu cours à un moment ou l'autre depuis 1960 tels expression orale, langue parlée, compétence de communication à l'oral, oral expression, spoken language, etc.

De plus, il est apparu essentiel de maintenir la distinction établie par Germain (1968) entre conversation en L1 et conversation en L2. Dans le premier cas, il s'agit d'échanges de propos ou d'entretiens entre locuteurs utilisant leur langue maternelle. Ces derniers en manient parfaitement les mécanismes et en connaissent bien les ressources. Dans le second cas, il s'agit - surtout aux niveaux débutant et intermédiaire - d'exercices d'échanges de propos entre apprenants d'une langue seconde ou étrangère, ou, entre ces apprenants et un ou des locuteurs natifs (notamment le professeur). On observe alors une disparité dans les moyens linguistiques à disposition, l'apprenant étant en voie d'acquérir ces moyens et le locuteur natif en possédant déjà la maîtrise. Cette disparité entre l'apprenant et le locuteur natif justifie à nos yeux la distinction entre les deux types de conversation qu'il y a lieu de maintenir tant et aussi longtemps que l'apprenant n'a pas atteint son but: communiquer en L2.

Bien que cette bibliographie comporte en majorité des références d'ouvrages sur la conversation en L2, il arrive que certains travaux relatifs à la conversation en L1, à l'analyse de la conversation notamment, y figurent (v. courants) dans la mesure où la connaissance de leur contenu peut constituer un moyen d'aider la pédagogie de la conversation en L2.

Ce chapitre recense par ailleurs des textes sur les divers aspects de l'oral sans faire état de la distinction entre le "parler" et le "converser" que Widdowson (1981, p. 72) établit en ces termes.

> *Réservons le terme parler (speaking) pour référer à la réalisation de la langue en usage, et utilisons le terme converser (talking) pour décrire l'actualisation de la langue en emploi dans une interaction de type oral."*

Du reste les quelques citations qui suivent témoignent de conceptions et de définitions de l'oral en L2 aussi variées qu'intéressantes dont les nuances ne peuvent pas toutes être prises en compte dans un chapitre d'ordre aussi général que celui-ci.

Enseigner l'expression orale c'est préparer les gens à utiliser dans une situation donnée les éléments linguistiques qu'ils connaissent pour pouvoir communiquer d'une manière grammaticalement acceptable (Gremmo 1978, p. 18).

Rien n'est plus difficile et aléatoire que la classe de conversation (Rebouillet dans Burney et Damoiseau 1969, p. 5).

(...) parler et entendre sont des activités distinctes et indépendantes alors que dire et écouter sont deux pôles d'une même activité: converser (Widdowson 1981, p. 72).

(...) il est généralement admis que l'objectif final en matière d'apprentissage des langues est l'acquisition d'une compétence de communication, de la faculté d'interpréter, que celle-ci soit explicite (converser, correspondre) ou qu'elle reste implicite sous la forme d'une activité psychologique sous-jacente à la capacité de dire, d'écouter, d'écrire, de lire. (Widdowson 1981, p. 80).

Un jour donc on peut espérer que les cours de langues auront été transformés de telle sorte qu'on n'aura plus besoin d'avoir recours à des classes spécialement consacrées à la conversation pour permettre aux étudiants de maîtriser la langue seconde. Ces cours auront pour but l'enseignement de la langue en tant qu'instrument de communication, et on y emploiera des moyens qui permettront vraiment d'atteindre cet objectif. (Pérez 1976, p. 4).

L'acte créateur de la parole, tel que défini par Chomsky: la possibilité de former de nouvelles phrases jamais entendues auparavant (tout en se conformant bien sûr aux systèmes de la grammaire) où il s'agit de choisir les éléments du discours et de les combiner de manière appropriée, c'est là la vraie difficulté de parler une deuxième langue. C'est cela qui démontre la maîtrise d'une langue parlée: la capacité d'intégrer tout à la fois les règles du système phonologique (en tant que système de règles et non pas la mémorisation de programmes moteurs permettant l'exécution de certaines séquences de sons bien précises), les règles du système morphologique (accords, genres, désinences, dérivation de mots), le système syntaxique (organisation des mots et des propositions dans la phrase) et les systèmes sémantiques et lexical (le découpage du sens pour chaque mot, leur sens en contexte, leur sens dans les expressions idiomatiques, leur sens figuré.etc. (Paradis, 1982, Bulletin AQEFLS, 4, 1, p. 54.).

> La conversation ne suppose pas uniquement deux instances qui échangeraient leurs rôles successivement, deux discours ou successifs ou entremêlés sur un thème, mais comme étanches: encore est-il nécessaire, pour qu'il y ait conversation qu'une interaction entre les instances ait lieu, que la construction des discours tienne compte de cette interaction (Coianiz 1981, p. 89).

ALLAIN-DUPRE, Brigitte, CATANI, Maurice, DESGOUTTE, Jean-Paul, DONEUX, Jean-Léonce (1977) :

La parole de l'autre/Les travailleurs étrangers et le français, Paris, Hachette, 204 p.

Ce manuel descriptif qui présente une somme d'expérience, de recherches et de réflexions sur l'enseignement du français à des travailleurs étrangers, comporte un certain nombre de chapitres relatifs à l'expression orale, la discussion et l'animation.

ARA, Jesús (1976) :

An Approach To Advanced Conversation Classes At The Third And Fourth Year University Level, *The Canadian Modern Language Review / La Revue canadienne des langues vivantes*, 33, 1, October/octobre, 62-68.

Some factors for a successful conversation class: 1) how to use classroom space to the greatest advantage, 2) a conversation group should not exceed eight students, 3) the key factor in the class is the instructor and what he does: he should get to know his students as well as possible, create an atmosphere in which everyone feels at ease, make students responsible for what they are doing, and so on.

BLACK, Colin (1970) :

A Handbook of Free Conversation, London, Oxford University Press, 41 p.

(voir résumé: déroulement).

BONIN, Thérèse, WILBURN, Josette (1977) :

Teaching French Conversation: A Lesson From The Fourteenth Century, *The French Review*, 51, 2, December, 188-196.

A description of a short practical treatise called *La Manière de langage*, written in 1396, whose aim was to teach French "selon l'usage et la coustume de France". This treatise incorporated some of the best insights derived from psychology, sociolinguistics and cultural anthropology.

BOULANGER, C. (1972) :

Préparation à l'autonomie en expression orale, *Mélanges pédagogiques 1972*, C.R.A.P.E.L., Nancy, 1-20.

Sans rapporter dans le détail le contenu linguistique ou pédagogique des séances, l'auteur présente un compte rendu d'une expérience d'entraînement à l'expression orale spontanée qui constitue une tentative de démarcation du domaine propre à l'expression orale. Si l'expression orale et l'expression spontanée étaient en voie de devenir l'instrument privilégié de l'apprentissage d'une langue étrangère, l'absence de définition de l'aptitude dont elle dépendait a conduit à la désillusion. Les limites de la solution que l'on croyait universelle a suscité un phénomène de rejet à l'égard de l'expression orale que l'auteur tente de rétablir en proposant ici une "défense plutôt qu'une illustration". Ces pages comportent, de plus, des remarques pertinentes sur certaines "activités classiques" qui prétendaient entraîner à l'expression orale comme la lecture à haute voix ou les manipulations grammaticales.

BOYD, J.A. (1976) :

Value, Function and Methods of Conversation Classes, *The Canadian Modern Language Review / La Revue canadienne des langues vivantes*, 33, 1, October/octobre, 69-72.

BROWN, Gillian, YULE, George (1983) :

Teaching The Spoken Language/An Approach Based On The Analysis of Conversational English, London, Cambridge University Press, 173 p.

Gillian Brown of the University of Edinburgh (Scotland) and George Yule of the University of Minnesota present a work on the teaching of the spoken language. While studying the differences between the spoken and written langage, as well as the differences between the various types of spoken language, the authors have, however, purposely limited their work, mentionning only rarely the "questions of pronunciation or intonation", "social variation within language", "grammar and vocabulary"; subjects that have already been throroughly discussed elsewehere (by specialists). Brown and Yule concentrate their efforts on the "communicative use of language by speakers with a reason for speaking, to listeners in contexts".

They propose some solutions that have been verified in the classroom as well as suggestions coming from their own experience (and from that of their collegues).

The book contains four chapters: 1) The Spoken Language, 2) Teaching Production, 3) Teaching Listening Comprehension, 4) Assessing Spoken Language. Each chapter provides several real-life examples.

BRYANT, Ronald M. (1975) :

Conversation Techniques And Their Evaluation, in Crane, Joanna B. (ed.), *Dimension: Language '75*, Proceedings of the Southern Conference on Language Teaching (11th), New Orleans, Louisiana, 104-107.

States that conversation means that the student talks as much as he listens. Judicious correction is important. The best group size is six. Reviews articles and books that deal with strategies and techniques like the use of cameras (Garfinkel), round table discussions (Conner), value clarification and human development exercices (Logan). In terms of assessment, the Pimsleur speaking test is suggested as a pretest and Learning Activity packages is suggested as a posttest.

BURNEY, Pierre, DAMOISEAU, Robert (1969) :

La Classe de conversation, Paris, Hachette/Larousse, collection *Le Français dans le monde*, 152 p.

Traite de la classe de conversation en langues étrangères et de plusieurs de ses aspects. Nécessité de la classe de conversation, place dans l'enseignement de L2, résistances à son égard, définition (en introduction); correction des fautes aux trois niveaux d'apprentissage - élémentaire, intermédiaire, supérieur - (chapitre I); techniques appropriées à chaque niveau (chapitres II, III, IV); vaste choix de sujets de conversation regroupés sous divers thèmes - écoles et éducation, les âges de la vie, corps et âmes, etc. (chapitre V); reprise (en annnexe) de six articles préalablement parus dans *Le Français dans le monde* "Classe de conversation", de Monique Léon; La méthode "Voix et Images de France" et "Les techniques audio-visuelles au service de la classe de conversation", de Pierre Schertz; "Jeu des portraits", de Francis Grand-Clément; "Conversation et rédaction", de Maurice Langumier; "Jeux du téléphone", de Raymond Lichet; "Notes pratiques pour un club de conversation", de Régis Boyer.

BURNEY, Pierre (1961) :

Une méthode de conversation, *Le Français dans le monde*, 1, mai, 40-43.

Divers éléments relatifs à la classe de conversation: les séances d'initiation, le sujet préparé à l'avance, la souplesse du professeur pendant les séances de conversation, la motivation, le choix des questions, la façon de les poser, le relevé des erreurs suivi de la correction, la création d'une atmosphère de confiance, la descolarisation des séances de conversation et, pour le professeur, la souplesse et la brièveté des interventions

CARTLEDGE, H.A. (1954) :

Conversation Groups, *English Language Teaching*, 8, 98-101.

CHABERT, Henry (1976)

The Myths And Potentialities Of Conversation Classes, *The French Review*, 49, 4, March, 469-475.

Criticizes certain inventors of "brand new" methods who believe they can accomplish wonders without worrying about teaching students vocabulary and grammar. Gives three basic prerequisites for effective conversation classes: 1) small and homogeneous 2) the students should be supplied subjects, facts and ideas 3) students should possess active use of 1500 essential words and structures.

CHAPUIS, Odile, GAUTHIER, Michel (1975) :

Structures de communication à l'intérieur des groupes, *Langue française*, 26, mai, 74-92.

(Voir résumé: Intervenants)

CLOUTIER, Christiane, CLOUTIER, Jean (1980) :

Clé-Communication en langue étrangère, Key-to Foreign Language Communication, Manuel du participant, Montréal, Institut International de la Communication, 125 p.

COIANIZ, Alain (1981) :

Stratégies argumentatives dans la conversation, *Travaux 5 et 6 de didactique du français langue étrangère*, C.F.P., Université Paul Valéry, Montpellier III, 89-108.

Après avoir traité du discours argumentatif de type conversationnel sous l'angle théorique, l'auteur termine sa démonstration en fournissant à titre indicatif quelques exemples d'exercices. Ces applications pédagogiques proposées par l'auteur constituent un apport certain à la classe de conversation.

COMEAU, Marthe, TARDIF, Cécile (1982) :

Guide pédagogique / Secondaire / Français langue seconde / premier cycle, Québec, Gouvernement du Québec, Ministère de l'Education, Direction des programmes, Service du secondaire, 41 p.

Ce guide pédagogique conçu pour accompagner le programme de français langue seconde (M.E.Q. n° 16-3420) comporte de nombreuses indications d'ordre pédagogique et notamment un certain nombre d'observations portant sur "une nouvelle attitude face à l'erreur" et sur les "jeux linguistiques et les techniques".

COULOMBE, Raymonde (1982) :

Expérimentation d'activités de conversation à un niveau avancé pour un public adulte, thèse de maîtrise, Québec, Université Laval, 104 p.

(Voir résumé: déroulement).

CRAMER, Hazel (1977) :

Conversation And Control: Analysis Of Classroom Dynamics, *The French Review*, 50, 4, March, 550-556.

A brief resume of the factors influencing the process of learning in the conversation class such as: 1) the class level 2) class homogeneity and motivation. Control is a key factor: there is a correlation between the students level and the amount of control required in the class; the more they are advanced the less control is recommended. A description of the experiment leading to this conclusion.

DAMOISEAU, Robert (1969) :

La classe de conversation, *Le Français dans le monde*, 65, juin, 58-62.

Observations sur la classe de conversation, le rôle du professeur et la correction des fautes. Présentation de techniques de conversation qui poursuivent un but différent selon le niveau. Au niveau élémentaire, il s'agit de "procéder à la mise en place des structures de la conversation" par des exercices appropriés (une dizaine d'exemples). Au niveau moyen, favoriser l'autonomie de l'apprenant grâce à l'utilisation de jeux et "d'auxiliaires audio-visuels" et au niveau supérieur "la classe de conversation devient un club de conversation" illustré à l'aide d'exemples de techniques et de sujets.

DEBYSER, Francis (1970):

Pour mieux faire des classes de conversation. Applications de la dynamique des groupes à la classe de conversation, *Le Français dans le monde*, 70, janvier-février, 11-15.

(Voir résumé: déroulement).

DEBYSER, Francis (1977):

Le choc en retour du niveau 2, *Le Français dans le monde*, 133, novembre-décembre, 38-42.

La définition d'une méthodologie nouvelle du Niveau 2 a débouché sur une réflexion plus générale et a fini par modifier la méthodologie du Niveau 1. Différents aspects de cette réflexion: la définition des objectifs (le à qui et le pourquoi enseigner doit précéder le quoi et le comment); la recentration sur l'enseigné (c'est à la méthode d'aller vers l'enseigné); des méthodes plus actives; la mise en place d'une véritable compétence de communication, etc. Mises en garde sur la situation actuelle.

DUNLOP, Ian (1975) :

Conversation At The Intermediate Level, *Zielsprache Englisch*, 3, 1-6.

Discusses the purpose of "free" conversation in the teaching of ESL by encouraging students to discuss familiar concrete subjects within their respective linguistic levels. Advises the teacher to let students argue among themselves. Gives examples of how to start a conversation (and how to keep it interesting). Stresses the practice of new vocabulary through discussion.

DUNLOP, Ian (1977) :

Basic Types Of Conversation Exercices, *Zielsprache Englisch*, 3, 8-12.

The author explains the importance of conversation classes. He suggests the use of gambits such as "the guessing type conversation game, the short phrase, the interrogative type conversation". Some ways to correct mistakes in conversation are also described.

FERENCZI, V., Papo, E. (1977) :

Les composantes d'une situation de communication en face-à-face et le fonctionnement du language; un exemple; la poste, *Revue de phonétique appliquée*, 41, 57-58.

FINDLEY, Charles A., FASTEN, Lynn A. (1976) :

Motivation, Communication, And Affect: Facilitating English Language Growth Through The Use Of Fantasy, Paper presented at the "Société provinciale de l'enseignement de l'anglais (Langue seconde) au Québec" Convention (Fourth, Quebec City, 10-12 June 1976) Eric Documents, 31 p.

FOLLAND, David, ROBERTSON, David (1978) :

The Conversation Class - Its Goal and Form, *English Language Teaching Journal*, 32, 4, July, 281-287.

Deals with the goals, the form and the procedure of the conversation lesson. Conversation should be done in a suitable place, in a group where the situation is defined, the topic controlled by hand-out material and conversation should be controlled by the group itself. All this helps in achieving the goals of the conversation lesson which are 1) to introduce and practise elements of spoken language 2)to bring passive knowledge of the language into active use 3) to create a situation in which the two other goals may be attained.

FOLLAND, David (1976):

Group Conversation As A Means Of Teaching And Testing Spoken Language, In Viljo Kohonen & Liisa Nummenmaa, *Kielikeskusuutisia*, 4, 45-53.

The limitations of the language laboratory as one solution to the problem of teaching the oral aspect of the language should be recognized. Small conversation groups (four to eight students) operating independently and choosing their own discussion topics can greatly help to remedy the problem. The teacher's role is limited to correcting and ensuring that all group members participate actively.

The problem of testing spoken language can also be solved in a normal conversation context as opposed to the interview-type test. The group is tested in free discussion for approximately five minutes per student. Stimuli comes from a pre-recorded tape which presents a topic and a wide variation of discussion points. The testees are given a short warm-up period in which to discuss possible points of conversation. Two examiners mark errors and "plus points" under four categories: Pronunciation, Lexis, Grammatical Structures, Language Use. A marking sheet and a marking scale are provided in appendices.

FOSTER, Stephen J. (1981):

An Outline For A Course In Directed Conversation, *The French Review*, 55, 2, December, 241-253.

(Voir résumé: déroulement).

GARY, Judith Olmstead (1976) :

Why Speak If You Don't Need To? The Case For A Listening Approach To Beginning Foreign Language Learning, Paper presented at the Conference on Second Language Learning and Teaching (SUNY, Oswego, New York, July 16-18, 1976), 24 p.

(Voir résumé: déroulement).

GAUVENET, Hélène (1968) :

De l'agilité dans la conversation, *Le Français dans le monde*. 59, septembre, 29-32.

Les traits permanents de la conversation sont les suivants: elle est libre, imprévisible, mouvante, très souvent allusive, souple, variée et précise. C'est donc un exercice des plus difficiles et pour cela, l'étudiant étranger doit s'y adonner dès le début de l'apprentissage. La méthode "Bonjour Line"' basée sur des dialogues, permet l'acquisition progressive de l'agilité nécessaire à la conversation. Illustration de la méthode.

GERMAIN, Claude (1968) :

Le français, langue seconde: aspects de la conversation, mémoire de D.E.S., Université de Montréal, 133 p.

Détermine la nature de la conversation dans l'enseignement du français L_2 après l'étude des trois aspects psychologique, psycholinguistique et linguistique, et dégage une définition claire de la classe de conversation. "Une activité orale", écrit-il, "se présentant sous des formes diverses, préparée et orientée, entre deux ou plusieurs personnes, portant sur un thème d'intérêt commun, traité à l'aide de mécanismes et d'éléments connus." Elle a pour but la réutilisation dans un cadre proche de la vie réelle des connaissances acquises. La pratique de la langue parlée, la "déscolarisation" de l'apprentissage et le contact humain sont les trois aspects qui, du point de vue didactique, la rendent indispensable. L'auteur détermine les caractéristiques de chacun des trois niveaux d'enseignement et donne la méthodologie propre à chacun. Traite également du rôle du professeur et de la mesure de la conversation. L'auteur établit une distinction importante sur la conversation: distingue la conversation en L_1 de la conversation en L_2. Le professeur de langue aura intérêt à lire cet ouvrage qui à certains égards est encore "actuel".

GOUSIE, Laurent (1981) :

Conversation: Another Approach, *Foreign Language Annals*, 14, 1, February, 51-53.

(Voir résumé: déroulement).

GUERMAN-BRACK, C. (1978) :

Mouvement corporel, rythme corporel, base du langage, *Revue de phonétique appliquée*, 46-47, 177-182.

GUESSLER, Normand (1979) :

Meeting Individual Needs In The College Composition And Conversation Class, *Foreign Language Annals*, 12, 1, February, 57-62.

Since students come from varied backgrounds and because some of them have greater facility in listening comprehension and speaking, while others are more grammar-oriented and are better able to read and write, this article discusses strategies designed to cope with some of the problems encountered at the college level. Students need cognitive and habit-forming activities in order to transfer linguistic competence to communicative competence. The teacher should provide variety and choice in his teaching methods and should serve as a guide in helping students to develop their full potential. The objectives and activities (along with evaluation) should be clearly stated. Allowances should be made for individual differences in aptitude and learning-rate so the students can participate more actively in their learning experience. Finally, specifying a minimum level of achievement should assure mastery of the content.

HAMILTON, Stanley (1970) :

On The Conversation Class, *The French Review*, 43, 3, February, 474-479.

Stresses the importance of phonological, lexical and morphological skills without which communication is impossible. Corrections for whatever mistakes found at any level are discussed. The chronological position of the conversation course is also discussed. Eight essential features of the conversation course are enumerated. Language must be taught along with the culture in which it operates.

HECHT, Suzanne, JAMES, Eric (1979) :

Conversation et méthodologie de la conversation , Toronto, University of Toronto, 17 p.

Regroupe des suggestions méthodologiques pour le cours de conversation particulièrement aux niveaux moyen et avancé: exposés, discussions, saynètes, exploitation d'une chanson, jeux, présentation de vocabulaire nouveau. Au niveau avancé, on préconise l'utilisation de films, diapositives et bandes magnétoscopiques. Il est important que le professeur soit dynamique et qu'il sache encourager ses élèves et faire parler les timides. La conversation se fera de préférence à la fin d'un exposé ou d'une activité et ainsi ne sera pas interrompue. On trouve en appendice des listes de chansons, des expressions utiles, des jeux divers, des jeux de type mots croisés et plus d'une centaine de sujets de conversation.

HILL, Guy (1977) :

Making A Noise In English, *English Language Teaching Journal*, 31, 2, January, 130-135.

Outline techniques that should be used in the conversation class such as 1) giving students clear explanations of the aims of the course: "making a noise" is more important than what is said 2) a reorganisation of the traditional seating arrangement 3) a good preparation of each class with suitable material provided. A description of a model conversation class: controlled language practice (a tongue-loosening prelude to free conversation) followed by free language practice, is given. Three major needs are discussed: flexibility, variety and enthusiasm on the part of the teacher and student.

HUOT-TREMBLAY, Diane (1974) :

Vers une technique d'analyse de l'enseignement de l'expression orale, Québec, C.I.R.B., B-50, 228 p.

Analyse de l'enseignement de l'expression orale effectuée selon la perspective de la didactique analytique. A l'étude d'un corpus mécanographié issu de l'enregistrement et de la transcription de leçons en cours, l'auteur dégage quatre variables - la quantité, la correction, la qualité, le temps - inhérentes à toute situation d'enseignement de l'expression orale. Le professeur de langues, le professeur en cours de formation et le conseiller pédagogique peuvent retirer un grand avantage de ces variables pour l'observation et l'analyse du déroulement d'une leçon d'expression orale.

JONES, Marilyn Scarantino (1975) :

Verbalization Motivation with Intermediate Students, Paper presented at the Conference of the Ohio Modern Language Teachers' Association (October 11, 1975), Eric Documents, 14 p.

KALTINICK, Arnold, WILKS KALTINICK, Clarice (1974) :

That Elusive Discussion Class: Some Suggestions For ESL Teachers, *Tesol Quarterly*, 8, 4, December, 339-346.

Suggests a way for directing discussions: 1) It is important that the teacher know the limitations of the students and not expect to have "freewheeling discussions"; 2) some common grounds must be created for the discussion. This could be done by a lecture preceding the discussion. Certain physical conditions are also suggested: six to ten students seated in a semi-circle with lettered name cards in front of them. The teacher asks if anyone has a question about the common grounds activity. The discussion is most effective if a mixture of two types of questions is employed: "Information retrieval questions (designed to establish the common grounds-experience) and "reaction articulation questions" (to elicit a personal reaction, to generate discussion.). The teacher must restrain from talking too much and shouldn't overcorrect the students.

KLIN, Georges (1970) :

Content And Methods In Conversation Courses, *The French Review*, 43, 4, March, 641-647.

In conversation courses, the emphasis should be placed on words and expressions of frequent use. Partial and total "faux-amis", "français words" and special translation problems should be dealt with. Broad topics and controversial material should be rejected. The work should be imitative and programmed. The book *L'art de la conversation* is suggested. A good conversation teacher must be patient and have a good sense of humor. He should restrain his urge to correct mistakes until students have finished performing.

KNOP, Constance K. (1981) :

Directions For Change In An Audio-Lingual Approach, *The Canadian Modern Language Review / La Revue Canadienne des langues vivantes*, 37, 4 , May/mai, 724-738.

To integrate recent research in second-language learning with a basic audio-lingual approach, language teachers might consider the findings and directions suggested by studies in communicative competence, cognitive mapping of learning styles, and classroom interactions. Possible communicative activities include: interviews, problem-solving, talking your way out of a situation and role-playing.

The suggested role of a teacher in communicative activities is to recognize, note and analyze errors, analyze the problems involved and construct remedial follow-up drills.

KNOX, Edward C. (1970) :

Advanced Conversation: Postulates And Ploys, *The French Review*, 43, 6, May, 918-922.

How to get the students talking in advanced conversation courses. How the instructor should behave. Criteria for choosing texts and what to do with them. It is said that the correction of mistakes should be done "en bloc" after a period of discussion.

LENARD, U., HESTER, R. (1967) :

L'art de la conversation, New York, Harper & Row, 242 p.

LEON, Monique (1966) :

La Classe de conversation, *Le Français dans le monde*, 44, octobre-novembre, 40-41.

Trois conditions essentielles pour pouvoir converser: acquérir les structures de base, savoir amener sa propre pensée dans le courant général de la conversation et choisir des thèmes attrayants pour les interlocuteurs. On indique comment procéder pour remplir ces conditions. On dit que le profeseur doit poser des questions simples sans que la voix trahisse la lassitude ou la condescendance.

LEON, Monique (1969) :

La Classe de conversation, in Burney, P. et Damoiseau, R. (ed), *La Classe de conversation*, Paris, Librairie Hachette/Larousse, 108-113. Paru dans *Le Français dans le monde*, 44.

Après avoir affirmé que le premier cours de conversation "ne saurait se situer avant la deuxième année d'apprentissage de la langue" puisque la conversation ne peut avoir lieu sans un minimum de structures de base, l'auteur répartit les "mécanismes de la conversation en deux catégories": 1) les questions-réponses; 2) les structures de modalité de pensée. Soulève la question des thèmes à traiter et celle du choix des professeurs de conversation.

LINDER, Cathy (1977) :

Oral Communication Testing, Skokie (Illinois), National Textbook Company, 79 p.

(Voir résumé: intervenants).

LITTLEWOOD, William T. (1975) :

The Acquisition of Communicative Competence In An Artificial Environment, *Praxis Des Neusprachlichen Unterrichts*, 22, 1, 13-21.

(Voir résumé: courants).

LITTLEWOOD, William T. (1979) :

Communicative Performance In Language-Developmental Contexts, *IRAL International Review Of Applied Linguistics In Language Teaching*, 17, 2, 123-138.

Littlewood presents a "functional model" in which not only performance characteristics but also research results from different areas of language study, are brought out, defined and discussed. Performance is related to a capacity to judge what background knowledge is available to the hearer and adjust verbalization accordingly. He also creates a scale of varying verbalization of communicatively relevant elements. He defines language production as comparing the underlying conceptual intention of the speakers with the assumptions already contained in a mutual frame of reference. This comparison demands from the speaker a role-taking skill, an organization of complex structures and a capacity to acquire a process of categorization. He explains what the minimal communication strategy is as opposed to the elaborated communication strategy. He gives 5 components of the learning process of L1 or L2 in a natural environment.

LONDON, Dalton (1981) :

From Manipulation To Exploitation: Defining Our Objectives, *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 37, 4, May/mai, 739-745.

This article deals with the difficulty in bridging the gap between the formal aspects of language learning and the exploitation of the language in authentic situations; how to pass from linguistic competence to linguistic performance. To conceptualize this work the author proposes to prepare a program based upon 1) short-term objectives; 2) intermediate objectives; 3) long-term objectives (but not necessarily in this order). Once performance objectives have been defined, the teacher would be equipped to evaluate textbooks, materials, and activities. A teacher's teaching should always relate to his pupils and their performance. The teaching of a language should not be relegated to the confines of a textbook. Finally, it is important to make a relationship between objectives and testing.

In the appendix, there is a suggested program for linguistic competence objectives and linguistic performance objectives.

MALEY, Alan, DUFF, Alan (1978) :

Drama Techniques In Language Learning, Cambridge, Cambridge University Press, 104 p.

(Voir résumé: déroulement).

MC CARTHY, Brian (1983) ;

The Language Of A Conversation Class, *Australian Review of Applied Linguistics*, 6, 2, October, 36-52.

The foreign language conversation class is often seen as too contrived a situation to be comparable to authentic conversation between native speakers. However, because such classes are in many cases the only alternative to no experience in conversation at all for the foreign language learner, the author has undertaken an analysis of the langage used in one of these classes. A comparison is made between a segment of conversation in the foreign language (French) and one in the native language of the participants (English), both conversations occurring between the same speakers, in the same environment and on the same occasion. The two types of discourses, 'conversation' and 'lesson' are clearly present. The former is clearest in the frequent recurrence of speaker exchange, the marked tendency for one party to speak at a time with brief instances of more than one person contributing simultaneously, the absence of prior specification of the distribution of turns, and the free flow of topic. The latter is reflected in the reliance on the teacher for correction, choice of topic, maintenance of interaction; and the fact that the number of participants and the time and place of meeting are predetermined. In other areas there is interplay between lesson and conversational modes: in rate of utterance, number and nature of hesitation, tolerance of pauses, mixture of patterns in exchange and turn-taking, command of expression, rate of self- correction, and naming procedures.

When the alternative of 'authentic' conversation does not exist, this hybrid genre has much to offer as a substitute.

NASH, Walter (1976) :

Can Conversation Be Taught? (II), *Zielsprache Englisch*, 4. 16- 22 .

Makes a distinction between "operationnal language" (the linguistic processes that are designed to produce results of some sort) and the "automatised language" (the features of language that simply express the presence of the participants and their willingness to maintain the conversational transaction). Conversation is difficult to teach because of the absence of natural stimuli. Nevertheless, it is possible to point out to students (through observation in role-playing) that a conversation is a complete social process containing both operational and automatised language.

NUSBAUM, Marlene Ackerman (1980) :

The Creative Conversational Classroom: Generating A Syllabus For Communicative Competence, Ph.D. Dissertation, Brown University, 220 p.

To design a course on practical instruction in foreign-language conversation, one must know what defines the conversational dynamic and how to promote and sustain that dynamic in the classroom. The author examines the contribution of the speech act theoreticians, the functional-notional theoreticians and the sociolinguists. The syllabus which ultimately emerges is accompanied by teaching techniques, possibilities for evaluation, guidelines for grading and organizing materials. A theoretical discussion concludes with a self-critique of the syllabus.

OBANYA, Pal (1975) :

Oral Work in Large French Class, *West African Journal Of Education*, October, 19, 3, 361-367.

This article discusses the problems of large classes involved in audio-oral work. Two solutions are presented: "collective speaking" (getting the whole class to speak at the same time) and "group activity" (dividing the class in sections, each one having a role to play or working in groups each of which is under the control of a "good" student). Principal disadvantages of these two techniques are 1) a distortion of the patterns of normal French speech 2) noisy classes 3) individual problems are not being dealt with enough. Such disadvantages can be resolved if the teacher insists on correction responses, on repetitions that are not too loud and if he is trained to detect good and bad performance. The advantages are 1) a non embarrassing situation for the shy pupil 2) lively oral work 3) a feeling of collective efforts 4) a lot of oral practice.

O'BRIEN, Maureen (1975) :

Group Learning In the Language Classroom: The Use Of The Strip Story As A Teaching and Learning Technique, M.A. Thesis, August, Hawai, 83 p.

(Voir résumé: déroulement).

PALMER, Adrian S., KIMBALL, Margot C. (1978) :

Proper Intake: A Neglected Component Of Formal Instruction, T.E.S.L. *Talk*, 9, 2, Spring, 42-53.

Proper intake is defined as intake "which contains certain designated features of informal communication". The typology of intake presents a number of different modes in which the student processes intake requires that the student process in ways similar to those identified in mode F (Direct processing for integration acquisition of language). The authors then outline differences between the way students in the classroom make use of context and the ways participants in informal conversations do. Grammar of Expectancy (GOE'S) consists of different contextual levels. As a result, material presented under the condition of proper intake, which requires the student to process in the mode F and to use his GOE'S at all levels, would appear to permit him to learn the material in ways which make it most readily available for communication.

PASCAL, C.E., LEMYZE, J.C. (1971) :

Conversation Groups And Fluency In French, Montreal, Papers in Higher Education, Center for Learning and Development, McGill University, 7 p.

PEREZ, Marcel (1976) :

Vers un enseignement de la compétence à communiquer: Ebauche d'une méthodologie de la classe de conversation, Mémoire de Maîtrise, Université de Montréal, 342 p., publié en 1982 à Québec, C.I.R.B., B-110. 252 p.

Ce travail constitue une excellente synthèse des divers aspects relatifs à la classe de conversation en langue seconde ou étrangère. Il comporte, en première partie, un examen critique des méthodologies employées, une revue des événements importans en DLE depuis le début de années 50, une ébauche d'une méthodologie de la classe de conversation. Dans la deuxième partie, l'auteur traite des différents aspects de la méthodologie, soient les problèmes posés par la sélection et la gradation de contenu de cours, l'animation des classes, le phénomène de groupe, les activités de la classe de conversation et l'évaluation de la compétence à communiquer.

PETRUCELLI, Gerald J. (1974) :

Principles and Techniques For The Conversation Class, *Italia*, 51, 3, Autumn, 327-337.

To achieve the goal of the conversation class - to have the students converse with each other in the language studied - teacher participation must be minimum and controlled expression must become free expression. Student response and activity must go from indirect to direct in terms of the type of questions asked, responses elicited and student activities generated. These three conditions should be taken into account when evaluating a course. The student also needs a means for measuring individual progress. This can be done by establishing performance objectives at the beginning of the course.

The article also deals with the "ideal conversation teacher" and gives a few activities aimed at enhancing classroom variety.

PEYTARD, Jean (1968) :

Pour une typologie des messages oraux, *Le Français dans le monde*, 57, juin, 73-80.

Procède à la caractérisation de messages types tels que la conversation, l'interview radiophonique, etc. selon divers invariants susceptibles de modifier le message oral (contact immédiat et contact différé par exemple). Décrit par la suite le fonctionnement de l'un de ces messages types, en l'occurrence le récit radiophonique, dont on analyse les fonctions remplies par le récepteur, l'émetteur et la nature du référent.

PONCE DE LÉON, José Luis S. (1975) :

El arte de la conversacion, el arte de la composicion. New York: Harper and Row, 264 p.

RINKUS, Jerome J. (1979) :

Developing Mature Conversation Skills In Elementary Russian Courses, *Russian Language Journal / Russkii yazyk*, 33, 114, Winter, 15-20.

To facilitate the mastery of Russian to students, the three major approaches to the study of foreign languages have to be incoporated. The development of communicative skills is the main goal and is reinforced with grammar and translation from the traditional approach along with speed and pronunciation from the audiolingual approach. Creating a relaxed atmosphere with real life situations in our classrooms is essential in developing communicative skills.

The author presents a book to introduce Russian grammar. The students read at home the necessary grammar and the teacher uses the class period for practical drills. Pattern sentences must allow students to speak about themselves and relate their own experience, they must incresase the discussion abouth the foreign culture by relaying information about Russian culture.

Students' motivation comes from the "feeling of success, the enjoyment and positive attitude towards the study of Russian which translates into perseverance". The first day of class has to interest and motivate the students; they must be able to master important patterns and use them immediately.

Twelve to fifteen students should be seated around a seminar table and the element of play has to be encouraged among them.

ROOKS, George (1981) :

The Non-Stop Discussion Workbook, Problems For Intermediate And Advanced Students Of English, Rowley, Massachusetts, Newbury House Publishers Inc., 145 p.

This book hopes to help solve the main problem facing the conversation class: "teachers talk too much and students too little". The purpose of this workbook is to generate discussions in which students do almost all the talking. Students are given stimulating problems which create serious and challenging dilemmas. The problem is presented through a combination of photographs and texts. The texts are divided into 3 sections: 1) Read 2) Consider 3) Decide. A suggestion on the possible use of class time is also presented.

SELL, Rainer (1977) :

Early Emphasis On Speaking An Associative Approach To Foreign Language Learning, *Foreign Language Annals*, 1, 103-113.

Comparable to the stream-of-consciousness technique in literature, associative speaking allows the student free choice of syntactical expressions and a much greater selection of lexical options than does traditional conversation. The student playfully explores the combinative potential of language. Grammar practice is given a preparatory function as part of substantial work assignments. An example of how the evaluation is carried out is given.

SHEPHERD, J.P.B. (1978) :

Spoken-Written And Written-Spoken English, *ELT English Language Teaching Journal*, 32, 4, July, 261-265.

The differences between spoken and written English are analyzed. It is said that the techniques of reading aloud - or talking from print - do not help with teaching spoken language. The only way to learn to converse in a language is to practice it orally.

SION, Georges (1948) :

La Conversation française, Tournai (Belgique), Les éditions Baude, 291 p.

Sans être destiné explicitement à l'enseignement du français langue seconde ou étrangère, cet ouvrage comporte un certain intérêt surtout par les thèmes traités. Il reflète une certaine conception de la conversation en langue maternelle - éloignée à certains égards de la conversation en L2. On y retrouve une partie portant sur les conditions morales de la conversation, une autre sur les conditions techniques et une dernière sur "la conversation dans la vie".

TABORN, Stretton (1976) :

Conversation In The English Classroom, *Praxis des Neusprachlichen Unterrichts*, 23, 1, 26-34.

An approach concerning the problem of motivation in the conversation classroom. The importance of using relevant material such as songs and games in order to get the students to talk. Some examples including the detailed description of the game called "If I was a Millionaire". How to choose the material. A few words on what and when to correct. How testing should be done.

TAGGART, Gilbert (1973) :

Obtaining Lexical Information In Conversation: Strategies For The Advanced Language Learner, *Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 29, 3, March/mars, 8-15.

UR, Penny (1980) :

The Conversation Class, *Modern English Teacher*, 7, 4, April, 5-7.

The aim of the conversation class is to encourage listening comprehension and fluency in informal speech. The teacher is no longer an instructor but an idea-suggestor, a participation-encourager. The standard and quantity of effective verbal communication are far superior when the task is oriented in activities such as making a case, defining priorities, organising a propaganda campaign (7 one-period activities and 6 shorter activities are described). The use of role-play can also add a good deal to some of the discussions. In a systematic conversation program, the teacher should train the students in discussion-leading techniques. The discussion-leader should know about presenting the task, organising the group, giving participation encouragement or discouragement, clarifying, keeping to the subject, adding ideas, throwing spanners in the work and summing up.

VALLIER, Jean (1976) :

La classe de conversation avec des adultes dans un milieu urbain de langue anglaise, *Le Français dans le monde*, 120, avril, 27-31.

Introduction générale suivie de la définition d'un "niveau minimum de connaissance qu'on situe au niveau 2 (intermédiaire)". Distinction entre "conversational French et French conversation". Description des objectifs des trois niveaux de conversation.

WALKER, Graham (1976) :

Using Group-Work In The Early Stages Of Teaching French In The Primary School, *Audio-Visual Language Journal*, 14, 2, Summer, 117-120.

Group-work is the key to the successfull teaching of French in the early stages of primary school. Major problems to be overcome are group selection, the kind of activities to be done and the creation of materials. Walker selected groups through observation and by asking the children whom they liked to play and work with. As for the activities, tape-recorded drills are compatible with revision and consolidation of exercises, and they help improve intonation as well. Difficult instructions should be communicated by demonstration and mime. The teacher must create his own material. Group-work should be gradually introduced and material should be presented at an absorbable rate. Class control, noise level and how to insure that children speak French are problems, but they are outweighed by the advantages offered by group-work activities. Children speak less English as they become accustomed to routine, they correct one another and participate with confidence in group-work.

WEISS, François (1981) :

Communicate Or Perish, Presidential Address to British Association for Language Teaching, *The British Journal of Language Teaching*, 19, 1, Spring, 5-10.

After defining communicative competence, the author analyses classroom interaction under four different headings: 1) the functions of language (Jakobson); 2) learner's initiatives (types and direction of exchanges); 3) teaching and learning activities (checking what teaching and learning activities take place); 4) communicative activities such as open-ended dialogues, spontaneous reactions, role-playing dialogues and role-playing based on a sociolinguistic matrix, brainstorming and creativity.

WIGFIELD, Jac (1974) :

Conversations And Dialogues, *TESL Reporter*, 8, 1, 6-7.

Discusses the difference between dialogues and conversations. Dialogues are pre-planned classroom exercises which are divorced from actual situations. Conversations, on the other hand, are marked by features like register constraints, interaction signals, no role-playing, reasonable presuppositions, acceptable termination of a difficult situation, words like "say", structures and vocabulary developed outside class. Examples of each feature are given.

WILLIAMS, Eddie (1979) :

Elements Of Communicative Competence, *English Language Teaching Journal*, 34, 1, October, 18-21.

(Voir résumé: courants).

WILLIAMS, Huw (1980) :

Correction And Communicative Activity, *English Language Teaching Journal*, 34, 3, April, 205-207.

(Voir résumé: déroulement).

2^e PARTIE

LA CLASSE DE CONVERSATION: INTERVENANTS

La classe de conversation: intervenants

Dans cette deuxième partie se retrouvent les titres d'écrits ayant pour objet la classe de conversation analysée du point de vue de ses intervenants soit l'apprenant et l'enseignant. Il s'agit d'écrits qui traitent des relations ou des types d'échanges qui s'établissent entre les membres du groupe, de la préparation de l'enseignant, des interventions de celui-ci dans l'animation de la c.c., la correction des fautes, la mesure et l'évaluation de l'expression orale. Il comporte également des écrits sur les interventions des apprenants et sur des aspects reliés à ce dernier comme l'âge, l'attitude, la motivation, le niveau de connaissances linguistiques, les stratégies d'apprentissage.

Les écrits relatifs aux domaines de la correction phonétique et de l'analyse des erreurs ont été généralement écartés de cette bibliographie qui tend à se limiter davantage à la correction des fautes en c.c. D'ailleurs cette question de correction en c.c. a donné lieu à plusieurs textes mais il n'en demeure pas moins que le praticien y cherche encore des réponses. Il est intéressant de signaler ici que les solutions proposées par Damoiseau (1970) demeurent encore d'actualité.

D'autre part, de nombreuses questions demeurent sans réponse lorsqu'il s'agit d'évaluer les progrès de l'apprenant à l'oral. L'évaluation de la compétence de communication à l'oral apparaît comme une entreprise difficile à réaliser, d'une grande complexité - et peut-être même téméraire - qu'une conclusion d'Oller (1980) incite néanmoins à poursuivre:

> *"It may be that communicative competence is about all that can be tested. There should remain little doubt at least that it can be tested considerably better than just about any other known aspect of human mental."*

La difficulté d'évaluer l'expression orale est ressentie vivement par le professeur de langue qui, dans un système d'enseignement donné, devant l'obligation d'attribuer un résultat à l'élève, doit trouver le moyen d'évaluer les progrès en expression orale. Cette difficulté longtemps passée sous silence - ignorée ou méconnue - est depuis quelque temps exprimée conjointement dans des textes de spécialistes d'orientation ou de vues diverses:

> *"...testing command of the spoken language in any systematic or realistic way is extremely difficult." (Morrow 1982).*

> *"...l'évaluation de l'expression, toujours plus délicate et difficile que celle de la compréhension." (Mothe 1981).*

> *"One of the areas of most persistant difficulty in language testing continues to be measurement of oral proficiency." (Palmer & Bachman 1981).*

> *"One of three aspects of communication, conversation is perhaps the most difficult one to evaluate".* (Linder 1977).

> *"Proficiency in speaking a foreign language is more often inferred than directly measured. Perhaps this is because of the difficulty of scoring speaking examinations objectively"* (Marianne L. Adams 1978).

La complexité de cette tâche d'évaluation ressort également - implicitement ou explicitement - des déclarations de spécialistes. Elle est imputable à de nombreux facteurs, tantôt d'ordre théorique, reliés principalement à la conception et aux orientations du test, tantôt d'ordre matériel, rattachés à son administration et à sa correction. Ces facteurs de complexité constituent en fait des obstacles à franchir par la résolution de questions délicates.

Parmi ces obstacles, mentionnons principalement: 1) la définition de la communication, 2) l'adéquation entre intention de communication et réalisation linguistique, 3) l'authenticité de la situation d'évaluation, 4) le temps d'administration et de correction du test, 5) le lien entre situation d'apprentissage et situation d'évaluation (Girard, Huot, Lussier-Charles, 1984). Celles-ci représentent quelques-unes des difficultés pour lesquelles le praticien doit essayer d'apporter des solutions.

ABE D., HENNER-STENCHINA, C., REGENT, O. (1978) :

Apprentissage de l'expression orale en autonomie. Implications de l'approche fonctionnelle, *Mélanges pédagogiques*, C.R.A.P.E.L., Recueil 1978, 14 p.

(Voir résumé: déroulement).

ADAMS, Marianne L. (1978) :

Measuring Foreign Language Speaking Proficiency: A Study Of Agreement Among Raters, In John L. Clark (ed.): *Direct Testing Of Speaking Proficiency: Theory And Application / Proceedings Of A Two-Day Conference Conducted By Educational Testing Service In Cooperation With The U.S. Interagency Language Round Table And The Georgetown University Round Table On Languages And Linguistics*, Princeton, N.J., Educational Testing Service, 129-148.

Reports a study designed to discuss the problem of agreement among different raters of proficiency level assignments to the same set of candidates. Examiners and interviewers in French, German and Spanish listened individually to tapes of fifty oral interviews and rated them independently. Results showed that 84 per cent of examinees would receive the same rating from two independent raters. However, there is reason to believe that the rate of agreement is higher in practice. There is no problem with lack of acoustic fidelity in a face-to-face interview; grades are always decided by two raters in consultation rather than by one rater alone (as was done in this study) and, in a live test situation, each member of the testing team can gather the evidence necessary for a sound judgment, whereas in the experiment each rater had to do with someone else's testing technique.

ADAMS-SMITH, Diana E. (1978) :

Applied Psychology In The Junior High School. Teaching ESL Communicative Skills To Twelve-To-Fourteen-Year-Olds. Paper presented at the annual conference of the International Association of Teachers of English as a Foreign Language (London, England), April, 19 p.

Enumerates some characteristics of early adolescence which should be taken into account of when teaching a second language in Junior High Schools: 1) extreme swings of mood, emotional unbalance and quickness to take offense when none is intended, 2) painful shyness and self consciousness, 3) a need to be accepted by the group, 4) the striving for independance and 5) the search for identity. Human dynamics exercises, small group activities and individual projects are examples of instructional techniques which can readily be adapted to Junior High School students. Also deals with type of materials which may be used.

ALBERT, Murielle (1978) :

Measuring Second Language Speaking Ability in New Brunswick's Senior High Schools, John L.D. Clark (ed.), *Direct Testing Of Speaking Proficiency: Theory and Application*, Princeton, N.J., Education Testing Service, 19-30.

No oral testing program existed in the second language classrooms of New Brusnwick when the oral-aural approach to learning was introduced. The FSI interview testing procedure was therefore adopted. The article summarizes interview-training procedure and describes the extent of usage of the FSI testing method in the province. Conditions in which the interviews took place, and teacher and senior high-school student reactions to the testing are mentionned. Albert concludes her paper by explaining why oral interviewing is beneficial to second language teachers. General descriptions of the interviewing process as practiced in New Brunswick are discussed.

ALLAIN-DUPRE, Brigitte, CATANI, Maurice, DESGOUTTE, Jean-Paul, DONEUX, Jean-Léonce (1977) :

La parole de l'autre / Les travailleurs étrangers et le français, Paris, Hachette, 304 p.

(Voir résumé: aspect général).

APPLEGATE, Richard B. (1975) :

The Language Teacher And The Rules Of Speaking. *Tesol Quarterly*, 9, 3, September, 271-281.

(Voir résumé: courants).

ARA, Jesús (1976) :

An Approach To Advanced Conversation Classes At The Third And Fourth Year University Level, *The Canadian Modern Language Review / La Revue canadienne des langues vivantes*, 33, 1, October/octobre, 62-68.

(Voir résumé: aspect général).

AUGÉ, Hélène, BOROT, Marie-France, VIELMAR, Michèle (1981) :

Jeux pour parler, jeux pour créer, (dynamique du groupe et prise de parole), Paris, Clé International, 96 p.

(Voir résumé: déroulement).

AUTHIER, Jacqueline, MEUNIER, André (1977) :

Exercices de grammaire et discours rapporté, *Langue française*, 33, février, 40-67.

S'inscrivant principalement dans le cadre de la classe de grammaire, certains aspects de cet article peuvent également aider le professeur dans la préparation de son cours de conversation. Analyse des exercices portant sur le discours rapporté (direct, indirect et indirect libre) dans quatorze grammaires d'un point de vue pédagogique, puis d'un point de vue de linguistique. On tente de montrer qu'une certaine pédagogie, privilégiant les exercices de manipulations sur des phrases préfabriquées, véhicule une image de la langue rétrécie et "débarrassée" des conditions de production du discours. Il manque une dimension essentielle à cette forme de pédagogie: celle de l'énonciation, de la "prise en charge" du discours rapporté par le rapporteur.

BACHMAN, Lyle F. et PALMER, Adrian S. (1981) :

The Construct Validation Of The FSI Oral Interview, *Language Learning*, 31, 1, June, 67-86.

Presents a reflexion about the validity of oral proficiency tests. A multitrait-multimethod matrix composed of six measures representing combinations of 2 traits (speaking, reading) and 3 methods (interview, translation, self rating) was used to examine the construct validity of the FSI oral interview. The results indicate both convergent and discriminant validity for the FSI interview. These results provide strong evidence against a model of unitary language competence and support a model of partially divisible language competence.

BACON, Walter et OJANEN, Sirkka-Liisa (1976) :

Foreign Language Conversation Testing at Tampere Language Institute, in Viljo Kohonen & Liisa Nummenmaa, *Kielikeskusuutisia*, 4, 56-60.

This article describes a test designed to evaluate second language speaking ability of graduating students in translation and interpretation. The student is given 15 minutes to prepare an exposé of 3 to 5 minutes on a topic chosen at random. The students must discuss the topic with two native-speakers of the language in the presence of two examiners. The examiners mark the student on a scale from 1 to 5 on the following points: pronunciation and fluidity of speech, the variety and mastery of grammatical structures, the depth of vocabulary and use of idiomatic expressions as well as ability to make the listeners understand.

BAETENS BEARDSMORE, H. (1974) :

Testing Oral Fluency, *IRAL International Review of Applied Linguistics in Language Teaching*, 12, 4, November, 317-326.

Progress being achieved in standardizing the methods of testing oral production is explained. An attempt to combine the advantages of the interview situation with the standardization and objectivity of the discrete-point test is discussed. Inadequacies of the preliminary project and a description of all the aspects of the test realized are given.

BATE, Michèle (1974) :

Techniques d'enseignement du français oral, *Le Français dans le monde*, 107, septembre, 36-42.

(Voir résumé: déroulement).

BEAUCHAMP, A., GRAVELINE, R., QUIVIGER, C. (1976) :

Comment animer un groupe, Montréal, Les Editions de l'homme, 115 p.

BENAVADA, Salvador (1977) :

Sens et bon usage du silence, *Le Français dans le monde*, 126, janvier, 13-16.

Traite du silence en tant que moyen de communication et de ses conséquences sur l'enseignement de la langue étrangère. Réticence ou désintérêt à l'étudier dans sa dimension linguistique. Tentative de définition: code, signe, signal, indice, symbole. Chaque langue interprète le silence de façon particulière. La méconnaissance du "silence étranger" constitue un obstacle considérable dans la communication en L2. Illustration à l'aide d'exemples du français et de l'espagnol chilien.

BENOIT, Suzanne (1976) :

L'évaluation de la langue orale, *Québec français*, 21, mars, 19-20.

L'auteur fait état de brèves considérations sur l'évaluation de la langue des étudiants, notamment la qualité de la langue et la définition de la langue comme instrument de communication.

Présentation des fonctions langagières de Jakobson à partir desquelles le comité d'orientation de la mesure et de l'évaluation du Ministère de l'Education du Québec a élaboré une grille d'observation en vue de l'évaluation de la compréhension. L'analyse des données fournies par ce test permettra la construction d'un test final destiné aux étudiants de secondaire II et IV.

BERLAN, Françoise (1974) :

Préparation à la communication: quelques exercices oraux, *Etudes de linguistique appliquée*, 14, 68-71.

(Voir résumé: déroulement).

BINGHAM WESCHE, M. (1979) :

Learning Behaviours Of Successful Adult Students On Intensive Language Training, *The Canadian Modern Language Review / La revue canadienne des langues vivantes*, 35, 3, March/mars, 415-430.

Without dealing directly with the conversation class, this article could be of great use to the conversation teacher. It describes the learning behaviours observed, their frequency of occurrence during selected classroom activities and their relationship with regards to achievement in the listening and speaking skills of successful adult students. These results suggest that the most successful learners are those who use efficiently their exposure time in the L2 actively, and who seek to extend this out of the classroom . These students actively rehearse new material, exploit its rich associational possibilities and seek knowledge about the target language. They are characterized by a high level of personal initiative and sustained effort in the language learning process which appears to be related to a long-term commitment. An appendix provides the criterion measures.

BINHAM, Philip (1976) :

Spoken English Grading Test in Viljo Kohonen & Liisa Nummenmaa, *Kielikeskusuutisia*, 4, 61-68.

This article describes a 7 minute placement test administered in a language laboratory. It consists of 5 parts:

(1) conversation (everyday questions which must be answered immediately/at once;
(2) the description of pictures;
(3) an exercise on sentence structure;
(4) aural comprehension (answer questions about a short text);
(5) pronunciation.

Four markers take an hour to correct 25 cassettes. The test is reproduced in the appendices.

BIRCKBICHLER, Diane W., OMAGGIO, Alice C., (1978) :

Diagnosing And Responding To Individual Learner Needs, *Modern Language Journal*, 62, 7, November, 336-345.

Identifies different sources of learner problems such as poor memory, lack of flexibility, field dependence, [illegible] categorizer, too impulsive, too reflective and low tolerance of ambiguity. Forty remedial activities designed to deal with these problems are proposed: some emphasize the davelopment of analytical skills, some aim at increasing flexibility with the language, others discuss making inferences. These activities can be adapted to all types of groups.

BLACK, Colin (1970) :

A *Handbook Of Free Conversation*, London, Oxford University Press, 41 p.

(Voir résumé: déroulement).

BLONDEL, Anne-Marie (1975) :

La pédagogie du français langue seconde: enrichissement d'un code et pratique en acte et en situation, *Le Français dans le monde*, 114, juillet, 10-17.

Le cas de l'enseignement secondaire tunisien constitue, en enseignement du français L2, une situation particulière, puisque le français demeure la langue véhiculaire de nombreuses matières scolaires. La compréhension de ces matières exige de l'apprenant un niveau de connaissance linguistique supérieur à celui qu'il possède effectivement. Conséquences dans la classe de français. Critique des méthodes dites "actives". Importance d'une harmonisation entre le contenu culturel (préoccupations de l'étudiant) et la formatin linguistique. Description de deux types de séances: analyse de faits de civilisation (pratique en acte) et de faits de langue (pratique en situation). Les remarques faites dans cet article pourront à l'occaion aider le professeur de conversation.

BOYD, J.A. (1976) :

Value, Function And Methods Of Conversation Classes, *The Canadian Modern Language Review / La Revue canadienne des langues vivantes*, 33, 1, October/octobre, 69-72.

Some solutions to remedy the situation of conversation classes in which students hear only their teacher's voice and answer questions asked by the teacher are: 1) introduce other voices into the clasroom by means of tapes or videotapes and devote lots of time to developing listening comprehension since conversation is a dialogue in which listening is as important as speaking 2) develop a conversation lesson around what was heard. For the beginners, a visual stimulus is recommended. Suggests letting the students themselves present topics for discussion. Game techniques are also presented.

BOYLAN, Patricia, C., OMAGGIO, Alice, C. (1976) :

Strategies For Person-Centered Language Learning, Detroit, American Foreign Language Teacher Publications, 76 p.

(Voir résumé: déroulement).

BRUNELLE, Lucien, CHAPUIS, Odile (1976) :

Travail de groupe et non-directivité à l'école maternelle et dans l'enseignement élémentaire, suivi de considérations très actuelles sur l'enseignement supérieur et la formation des maîtres, Paris, Librairie Delagrave, 91 p.

Sans traiter explicitement du groupe dans l'enseignement des langues, ce livre peut constituer un apport important pour le professeur qui s'intéresse au fonctionnement du groupe, à ses structures et aux réseaux de communication qui s'y établissent. Il aide celui qui en est conscient qu'il ne "suffit pas d'asseoir des élèves en rond pour obtenir un fonctionnement 'de groupe'". On y aborde principalement les thèmes suivants: 1) structures de groupe, réseaux de communication, modèles pédagogiques; 2) quelques exemples d'habillage pédagogique; 3) impressions des maîtres ayant tenté l'expérimentation; 4) conseils pratiques pour une non-directivité active; 5) en guise de post-face, quelques précisions nécessaires, sur le groupe, de la maternelle à l'université.

BRYANT, Ronald M. (1975) :

Conversation Techniques And Their Evaluation, In Crane, Joanna B. (ed.), *Dimension: Language '75*, Proceedings of the Southern Conference on Language Teaching (11th), New Orleans, Louisiana, 104-107.

(Voir résumé: aspect général).

BULLARD, Nick (1980) :

Ideas On Group Animation, *Modern English Teacher*, 8, 1, September, 16-17.

BURNEY, Pierre, DAMOISEAU, Robert (1969) :

La classe de conversation, Paris, Hachette/Larousse, collection Le Français dans le monde, 152 p.

(Voir résumé: aspect général).

BURNEY, Pierre (1961) :

Une méthode de conversation, *Le Français dans le monde*, 1, mai, 40-43.

(Voir résumé: aspect général).

CANALE, M. (1981) :

Communicative Approach To Language Proficiency Assessment In A Minority Setting, Toronto, O.I.S.E., ronéo., 21 p.

CHAPUIS, Odile, GAUTHIER, Michel (1975) :

Structures de communication à l'intérieur des groupes, *Langue française*, 26, mai, 74-92.

En combinant les données de la linguistique et de la psychosociologie, les auteurs de cet article analysent les structures de la communication dans des groupes restreints, à partir de l'enregistrement de vingt-cinq séances de groupes de travail. Cette analyse constitue, à certains égards, un document utile à la compréhension du fonctionnement du groupe de conversation en L2.

CHARLEBOIS, P.A. (1981) :

Les tests de connaissance linguistique: une avenue dynamique. Evaluation? Co-évaluation? Auto-évaluation? *AQEFLS, Bulletin d'information*, 2, 4, 29-33.

CHRISTIE, John (1963) :

Préparation à l'examen oral, *Le Français dans le monde*, 18 juillet-août, 24-26.

Précisions sur la façon de préparer les élèves à l'examen oral de français en Angleterre. Ce dernier comporte une partie lecture et une partie conversation. Moyens utilisés pour susciter la conversation. L'auteur souligne que la préparation à l'examen oral demande un effort "dirigé".

CLARK, John L.D., SWINTON, Spencer, S. (1979) :

An Exploration Of Speaking Proficiency Measures In The TOEFL Context. Report 4, New Jersey, Educational Testing Service, Research Report, 79 p.

CLARK, John L.D. (1978) :

Interview Testing Research At Educational Testing Service, in John L. Clark (Ed.): *Direct Testing Of Speaking Proficiency: Theory And Application / Proceedings Of A Two-Day Conference Conducted By Educational Testing Service In Cooperation With The U.S. Interagency Language Round Table And The Georgetown University Round Table On Languages And Linguistics*, Princeton, N.J., Educational Testing Service, 212-228.

This study investigates the interview procedure with respect to intra- and interrater reliability (the extent to which individual raters "agree with themselves" and the extent to which two or more raters agree with one another), the efficiency of the interviewer and rater training procedures, the effect of differing interview lengths, along with related questions.

CLIFFORD, Ray T. (1978) :

Reliability And Validity Of Language Aspects Contribution To Oral Proficiency Of Prospective Teachers Of German, In John L. Clark (ed.): *Direct Testing Of Speaking Proficiency: Theory And Application/Proceedings Of A Two-Day Conference Conducted by Educational Testing Service In Cooperation With The U.S. Interagency Language Round Table And The Georgetown University Round Tale On Languages And Linguistics*, Princeton, N.J., Educational Testing Service, 192-209.

The following questions have been investigated by this study: 1) Is it possible to structure a valid and reliable oral interview and rating procedure for directly assessing the oral language proficiency of prospective teachers of German? 2) What is the correlation between oral proficiency scores obtained from this "direct" assessment procedure and scores from the speaking test of the MLA Cooperative Foreign Language Proficiency Test? 3) What are the interrater, and test-retest reliabilities for the speaking portion of the German MLA Cooperative Foreign Language Proficiency Test and for the oral language interview procedure in the same situation? 4) Do measures of the same aspects of oral languages, arrived at by these different testing procedures, correlate more highly with each other than they do with other language aspects measured by either procedure?.

CORDER, S. Pit. (1978) :

Learner Language And Teacher Talk, *Audio-Visual Language Journal*, 16, 1, Spring, 5-13.

How foreign or second languages are acquired. Language must not be considered as a phenomenon (static well-defined system) but as a continuum. Learners appear to have a built-in syllabus and that their starting point is neither their mother tongue nor the "zero point" but rather a more basic language system resembling the pidgin languages. Teacher-talk represents the data which the learner has to process in order to discover the underlying language system. It should be highly contextualized and constantly adapted to enable the learner to predict the meaning of speech.

COULOMBE, Raymonde et équipe (1984) :

Actes de parole: réalisations linguistiques et activités de renforcement (version provisoire), Québec, Centre d'enseignement des langues vivantes, Université Laval.

(voir résumé: déroulement).

COULOMBE, Raymonde (1982) :

Expérimentation d'activités de conversation à un niveau avancé pour un public adulte, thèse de maîtrise, Québec, Université Laval, 104 p.

(Voir résumé: déroulement).

COULOMBE, Raymonde et équipe (1984) :

Les thèmes de conversation (version provisoire), Québec, Centre d'enseignement des langues vivanges, Université Laval.

(Voir résumé: déroulement).

CROSS, David (1982) :

The Oral Test: Some Practical Solutions, *British Journal of Language Teaching*, 20, 2 Summer, 93-95.

DAMOISEAU, Robert (1969) :

La classe de conversation, *Le Français dans le monde*, 65, juin, 58-62.

(Voir résumé: aspect général).

DAMOISEAU, Robert (1970) :

Pour mieux faire des classes de conversation. La correction des fautes dans la classe de conversation, *Le Français dans le monde*, 70, janvier-février, 15-17.

Elaboration de techniques d'intervention pour la correction selon les 3 niveaux d'apprentissage: 1) au niveau élémentaire, imposer un modèle absolu au moyen d'un magnétophone ou laisser plus de liberté à l'élève et le corriger avec tact; 2) au niveau moyen, reprendre correctement l'erreur et faire répéter l'élève ou faire la sourde oreille et utiliser un ton interrogatif pour répéter son erreur; 3) au niveau supérieur, a) sans magnétophone: noter toutes les erreurs et les faire corriger à la fin de la conversation. b) avec magnétophone: enregistrer une conversation et la faire entendre individuellement ou collectivement. c) au laboratoire: transformer l'étape de correction en exercice de laboratoire. Le maître enregistre au préalable les erreurs sur bande magnétique et les étudiants les corrigent.

DASILVA, Zenia Sacks (1974) :

We Have Ways of Making You Talk, *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 30, 3, March/mars, 274-276.

DEBYSER, Francis (1970) :

Application de la dynamique des groupes à la classe de conversation, *Le Français dans le monde*, 70, janvier-février, 11-15.

DEBYSER, Françis (1970) :

Pour mieux faire des classes de conversation. Applications de la dynamique des groupes à la classe de conversation, *Le Français dans le monde*, 70, janvier-février, 11-15.

L'auteur définit un réseau de communication et identifie différents types de réseaux. Il explique le fonctionnement du réseau, fait état de quelques problèmes de communication en classe et conseille au maître de 1) faire oublier son statut de privilégié; 2)faciliter discrètement tous les canaux de communication; 3) s'intégrer dans le groupe comme participant. L'auteur énumère également certaines attitudes qui expliquent le silence de l'étudiant, en fait une classification et élabore quelques solutions destinées à "lever les obstacles psychologiques" à la communication.

DEBYSER, Françis (1977) :

Le choc en retour du niveau 2, *Le Français dans le monde*, 133, novembre-décembre, 38-42.

(voir résumé: aspect général).

DENAT, Antoine (1963) :

Classes de conversation en Australie, *Le Français dans le monde*, 15, mars, 31-33.

Traite des moyens généraux ayant pour but de secouer la timidité, la fatigue ou l'apathie des élèves australiens et d'en arriver à éveiller l'intérêt: ne pas accepter de classes l'après-midi, faire choisir les sujets de conversation par les apprenants, proposer un "jeu de questions", etc. Suivant des moyens spéciaux tels que description de photos, audition de disques, lectures jouées, etc.

DEYES, A.F. (1974) :

Speech Activity In The Language Class, *English Language Teaching Journal*, 28, 3, April, 222-226.

An experiment designed to measure the total student "talking-time" in different activities. The result showed that total student speech activity was alarmingly small and the individual contribution minimal. The repetition and enactment of a dialogue learnt at home as well as the debate provided the best opportunities for speech activities (about 50 per cent of the time).

DI PIETRO, Robert J. (1976) :

Contrasting Patterns Of Language Use: A Conversational Approach, *The Canadian Modern Language Review/ La revue canadienne des langues vivantes*, 33, 1, October/octobre, 49-61.

People do not speak only to convey information. The ability to speak a language entails much more than a knowledge of its grammar and vocabulary. Conversation involves us in taking risks to our self-image. There are two types of speech acts: the ritualized ones that carry little risk to us ("Hello! How are you?") and the non ritualized ones which provide real challenges. Some sources of conversational misfirings such as overstatement, misplaced context and turn-taking are explained. Textbooks teach students to be "anybody" instead of preparing them to be "somebody" i.e. to speak regardless of their personal or psychological disposition towards others. To promote meaningful role-play in the classroom, it is suggested we 1) present realistic situations with problems to be solved 2) set the action 3)assign roles and ask the role-players to prepare alternative verbalizations for various possible developments. Each role should be played in the student's own style. The raw material for conversation strategies can be taken from the teacher's personal experiences in learning a language and in adapting literary texts.

DI PIETRO, Robert J. (1981) :

Discourse And Real-Life Roles In The ESL Classroom, *TESOL Quarterly*, 15, 1, March, 27-33.

Describes several problems involving functional /notional syllabus such as cultural and psychological factors. The author's concern is the interactional dimensions of a dialogue. Dialogues are made by pairs of reciprocal roles. He analyses the intentions and strategies used by pairs of speakers in reciprocal situations and in episodic situations. He states differences between dialogs involving a seller and a buyer who don't know each other and who are "in- laws". In practice, he suggests that teachers use real-life roles (celebrities of all sorts) in class to keep students in sight of the real functions of the language.

DICKERSON, Wayne B. (1971) :

Hesitation Phenomena In The Spontaneous Speech Of Non-Native Speakers Of English., Ph. D. Dissertation, University of Illinois.

After analysing the hesitation phenomena from recordings made of the discourse of foreign students of different language backgrounds, four pause devices were found: 1) silence 2) [ɑ] type fillers 3)nonphonemic lengthening and 4) filler words. Repetitions and self-corrections occured frequently in the data. Non-native learners use identical hesitation phenomena to that of native speakers. However, non-native learners take more time to plan their utterances and are known to store as much of their planned speech before uttering it. The consequence is that their speech is not as free of repetitions and self-corrections as that of native speakers.

DICKERSON, Wayne B. (1977) :

Generative Theory In TESL Practice: *The Modern Language Journal*, 61, 4, April, 179-187.

Generative phonology, whose role is to provide guidance on the "what to pronounce" aspect of pronunciation instruction, should provide a much needed adjunct to articulatory instruction which focuses on the "how to pronounce" aspect. An example is given on how generative rules can be translated into a pedagogically useful form.

DUNLOP, Ian (1975 :

Conversation At The Intermediate Level, *Zielsprache Englisch*, 3, 1-6.

(Voir résumé: aspect général).

DUNLOP, Ian (1977) :

Basic Types Of Conversation Exercise, *Zielsprache Englisch*, 3, 8-12.

(Voir résumé: aspect général).

DVORAK, Paul F. (1978) :

Communication, Small Groups, and the Interview In the FL Classroom, *Foreign Language Annals*, 11, 5, October, 581- 585.

(Voir résumé: déroulement).

FANSELOW, John F. (1977) :

The Treatment Of Error In Oral Work, *Foreign Language Annals*, 10, 5, October, 583-593.

Which types of errors should be treated and which ignored? How should errors be treated? To help answer these questions a study was made to see how experienced ESL teachers treated errors in their classroom. The analysis of the data collected in the study showed that both the types of errors treated and the treatments used were quite similar. "The teachers seemed less concerned with errors of grammar than with incorrect meaning. Giving the right answer was the most popular treatment". The process of analyzing the data led to ideas about preventing some types of errors and possible alternative methods for correcting other types of errors.

FARAONE, Stephen Vincent (1982) :

An Observational Assessment Of High And Low Skill Conversational Interaction, Ph. D. dissertation, The University of Iowa, 262 p.

Presents an observational study of high and low skill conversation. The thesis has two parts: the first one makes a contribution to lag sequential analysis (a statistical procedure commonly applied to observational data); the second one consists of a semi-naturalistic observational assessment of high and low skill conversations where high and low skill males talk to female strangers. Results indicate that 1) high skill males are more dominant and positive than low skill males and 2) high skill males speak as much as their partners and more than low skill males who speak less than their partners.

FARRINGTON, Olivia (1981) :

The Conversation Class, *English Language Teaching Journal*, 35, 3, April, 241-243.

(Voir résumé: déroulement).

FERGUSON, Nicolas (1978) :

Test N73: Instantaneous Evaluation Of Speaking Ability, *IRAL International Review Of Applied Linguistics In Language Teaching*, 16, 4, November, 340-349.

Presents an instrument for measuring and evaluating a second language learner's oral skills, which is based on a mathematical theory of communication, and which relies on native speaker judgement.

FLECK, A. (1982) :

Achieving Communicative Competence In The Beginning Classroom: Some Suggested Conversational Activities, *System*, 10, 1, 45-51.

Suggests conversational activities and guidelines for beginners. Emphasizes teacher supervision rather than participation in discussions.

FOLLAND, David, ROBERTSON, David (1976) :

Towards Objectivity In Group Oral Testing, *English Language Teaching Journal*, 30, 2 January, 156-167.

FOLLAND, David, ROBERTSON, David (1978) :

The Conversation Class - Its Goals and Form, *English Language Teaching Journal*, 32, 4, July, 281-287.

(Voir résumé: espect général).

FOLLAND, David (1976) :

Group Conversation As A Means Of Teaching And Testing Spoken Language, in Viljo Kohonen & Liisa Nummenmaa, *Kielikeskusuutisia*, 4, 45-53.

(Voir résumé: espect général).

FOSTER, Stephen J. (1981) :

An Outline For A Course In Directed Conversation, *The French Review*, 55, 2 December, 241-253.

(Voir résumé: déroulement).

FOY, Janet O'Neill (1977) :

The Interpersonal Conversation: Nonverbal Communication And Marital Interaction, Ed., D., The University of Rochester, 149 p.

Deals with an exploratory and descriptive dissertation seeking to generate hypotheses on nonverbal behavioral cues exchanged between partners in the marital dyad. Twenty-four married couples were engaged in decision-making tasks in which cooperative and conflictual interactions were included. The conversations were videotaped and studied according to thirteen nonverbal behaviors such as eye observation, speech volume and head nods. Differences between compatible and incompatible, older and younger couples were measured. Results showed that the compatible couples used more hand and arm gestures while cooperating, and more eye observation in the conflict interaction. Incompatible couples used more speech volume in the conflict segment. Older and younger couples were not shown to differ significantly in any of the thirteen nonverbal variables.

FRANCO, Robert B. (1978) :

Direct Testing Of Speaking Skills In A Criterion-Referenced Mode, John L.D. Clark (ed.), *Direct testing Of Speaking Proficiency: Theory and Application*, Princeton, N.J., 41-64.

A description of the pre-1976 language evaluation systems, including the FSI interviewing technique used at the Defense Language Institute. Revision of the Language assessment system in 1976 produced the DLI's "Major Criterion-Referenced Tests". Criterion-referenced interviewing and role-playing situations were used to determine a student's final command of the spoken language. The MCRT and the procedure for carrying it out (format, content, administration and scoring) are explained in detail. The validity of the new tests are then discussed. The author draws no conclusions as to the overall efficiency of the MCRTs, given a lack of sufficient date. Appendices A-F pertain to MCRT Basic Course Designs, Specifications, Administration Time, the Examinee's Guide and a Speaking Rating Scale.

GAGNON, Marc (1969) :

Relationship Between Systematic Observation Of Verbal Interaction And Pupil Success In Foreign Language Classes, Ph.D. Dissertation, Stanford University, 195 p.

GALISSON, Robert (1969) :

Le dialogue dans l'apprentissage d'une langue étrangère, *Le Français dans le monde*, 63, mars, 6-11.

L'utilisation du dialogue dans l'enseignement des langues est née de la désacralisation de la grammaire explicite et de la langue écrite. Qualités d'un bon dialogue: Il doit être motivant, vraisemblable, explicite et court. Il ne doit pas contenir trop de protagonistes et doit déboucher sur de nouvelles anecdotes. Le dialogue didactique subordonne la substance à la forme. Comment construire un bon dialogue. Peut aider le professeur de conversation.

GALYEAN, Beverley (1976) :

Language From Within: Handbook Of Teaching Strategies For Personal Growth And Self Reflection In The Language Classes, Santa Barbara, (Calif.), Confluent Education Development and Research Center, 115 p.

A collation of Gestalt strategies based on the principle of confluent education and adapted for use in the language class. "Confluent education is a deliberate attempt to merge thinking and feeling into one integrated process". Its principles are: 1) awareness of feelings as the source of personal meaning, 2) direct communication, 3) the use of nonverbal forms of communication, 4) the use of actual situations as content for language practice, 5) developing positive relationship with each other, 6) the use of fantasy, 7) active listening and the use of art, music, drama or other means of expression. Eight units of simple Gestalt strategies are presented, each of them containing numerous ready-to-use activities: 1) introductory lessons for the first months, 2) verbs in the present tense, 3) adjectives, 4) pronouns, 5) adverbs, 6) verb tenses, 7) reflexive verbs and imperative mood, 8) comparative and superlative forms.

GALYEAN, Beverly (1976) :

Human Teaching And Human Learning In The Language Class: A Confluent Approach, Santa Barbara (Calif.), Confluent Education Development and Research Center, 71 p.

(Voir résumé: déroulement).

GARDNER, Stephen H. (1970) :

The Oblique To French Language Teaching, *The French Review*, 43, 5, April, 795-799.

(Voir résumé: déroulement).

GAREAU, Claude (1981) :

L'évaluation de la compétence linguistique des membres des ordres professionnels au Québec, *Le Français dans le monde*, 165, décembre, 58-62.

L'auteur, qui fait état de l'expérience du Québec en matière de tests d'évaluation des connaissances du français conformément aux exigences de la Charte de la langue française (loi 101), présente les critères selon lesquels ces connaissances s'évaluent (compréhension du français oral, compréhension du français écrit, expression orale en français, l'expression écrite en français, la connaissance et capacité d'utilisation de la terminologie de profession) et une description des tests.

Pour la compréhension orale, on évalue "l'habileté à comprendre une conversation continue d'ordre courant ou se rapportant au travail, ainsi que des discussions sur des sujets variés et même spécialisés relatifs au travail, ou des messages transmis par différents médias - et ce, à débit normal". Pour l'expression orale, il s'agit d'évaluer 1) l'habileté à s'exprimer oralement sur un sujet d'ordre courant ou sur un sujet relié au travail avec participation à des discussions sur des sujets variés et même spécialisés (relatifs au travail) 2) l'habileté à pouvoir exposer le fond de sa pensée, et ce à un débit normal.

GASKILL, William (1977) :

Correction In Adult Native Speaker-Non-Native Speaker Conversation. MA-TESL Thesis, UCLA.

Deals with correction in native speaker-non-native speaker conversations. The thesis includes a summary and discussion on Schegloff, Jefferson and Sacks' study on the preference for self-correction in the organization of repair in conversation. The author analyses corrections in conversations involving one Iranian non-native speaker of English and six adult native speakers of English.

GIRARD, Claude, HUOT, Diane, LUSSIER-CHARLES, Denise (1984) :

L'évaluation de la compétence de communication en classe de langue seconde, *Etudes de linguistique appliquée*, décembre.

GLINSKI, Gérald (1972) :

Language Teachers Can Now Be More Independent, *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 28, 4, May/mai, 46-48.

GORDON, W. Terrence (1977) :

Communicative Exchange Through Oral Paraphrase, *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 34, 1, October/octobre, 71-75.

Identifies the recurring sources of errors in communicative exchanges made during an oral paraphrase exercise aimed at developing communicative skills. Students' errors here are compared with the errors they made in structural exercises.

GRAHAM, Stephen L. (1978) :

Using The FSI Interview As A Diagnostic Evaluation Instrument, John L.D. Clark (ed.), *Direct Testing Of Speaking Proficiency: Theory and Applicatin*, Princeton, N.J., 32-40.

The Language Training Mission in Provo, Utah, trains Mormon missionaries in second languages for voluntary two-year missions which take place throughout the entire world. The FSI interview evaluation system was adopted by the LTM in 1975. This paper describes methods followed to train testers in rating and interviewing procedures. Consistency of tester ratings is a question which the author also discusses. Finally Graham outlines procedures that were followed to provide systematic diagnostic feedback to individual examinees.

GRANDCOLAS, Bernadette (1980) :

La communication dans la classe de langue étrangère, *Le Français dans le monde*, 153, mai-juin, 53-57.

Réflexion sur un élément important au fonctionnement du groupe: l'interaction en classe. Après avoir signalé quelques travaux relatifs aux échanges entre professeurs et élèves, l'auteur rappelle les différences essentielles entre "le discours de la classe et l'échange en situation naturelle" avant de mettre en évidence la structure tripartite des échanges en classe: question - réponse - réaction.

GRAND-CLEMENT, Francis (1969) :

Jeu des portraits, in Burney, P. et Damoiseau, R., *La Classe de conversation*, Paris, Librairie Hachette/Larousse, 123-127, paru dans *Le Français dans le monde*, 14.

Présentation du "jeu des portraits" qui peut constituer un exemple de conversation dirigée et qui peut être un bon moyen de faire pratiquer à l'apprenant l'interrogation en français. Durée du jeu: 2 leçons.

GREMMO, M.J. (1978) :

Apprendre à communiquer: compte rendu d'une expérience d'enseignement du français. *Mélanges pédagogiques 1978*, C.R.A.P.E.L, 17-52.

(Voir résumé: déroulement).

GUESSLER, Normand (1979) :

Meeting Individual Needs In The College Composition And Conversation Class, *Foreign Language Annals*, 12, 1, February, 57-62.

(Voir résumé: aspect général).

GUNTERMANN, Gail (1978) :

A Study Of The Frequency And Communicative Effects Of Errors In Spanish, *The Modern Language Journal*, 62, 5-6 September-October, 249-253.

A study from taped oral interview tests of thirty Peace Corps volunteers that determines which kind of errors may be most frequently commited by Spanish learners and which high-frequency errors most impede comprehension. Results show that, if the only objective is that students be capable of transmitting and receiving information in L2, errors in grammar may be serious impediments only in situations where precise interpretation is required. However, for the motivated learner who wishes to make friends with native speakers, linguistic accuracy may be more important.

HAMILTON, Stanley (1970) :

On The Conversation Class, *The French Review*, 43, 3, February, 474-479.

(Voir résumé: aspect général).

HAMMERLY, Hector (1979) :

Conveying Lexical Meanings in Second-Language Teaching, *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 35, 4, May/mai, 567-580.

At the beginning and lower intermediate level, the three possibilities to convey lexical meanings are 1) demonstration 2) circumlocution (paraphrase, definition or description) 3) translation. The author shows that monolingual demonstration not only gives slow results but its claimed advantages (more precise meanings, "direct" association between the object and the word and the thinking being done in L2) are illusory. Circumlocution very often leave the learner with an imprecise idea of a particular meaning whereas a judicious use of contextualized translation is seen as a legitimate pedagogical tool particularly in conversation. Visual aids are useful to recall words and expressions. At a more advanced level, ways of conveying lexical meanings in L2 are given. The use of dictionaries is also discussed.

HARRIS, D.P. (1969) :

Testing English As A Second Language, New York, McGraw-Hill, 151 p.

HECHT, Suzanne, JAMES, Eric (1979) :

Conversation et méthodologie de la conversation, Toronto, University of Toronto [illegible] p.

(Voir résumé: aspect général).

HENDRICKSON, James, M. (1979) :

Evaluating Spontaneous Communication Through Systematic Error Analysis, *Foreign Language Annals*, 12, 5, October, 357-364.

HERRON, Card (1981) :

The Treatment Of Errors In Oral Activities Developping Instrumental Strategies. *The French Review*, 55, 1, October, 6-16.

In this article, the author examines the current state of research on error correction and analysis, which brings her to summarize error correction in 5 points: Should errors be corrected? Which errors should be corrected? When should they be corrected? How and who should make the corrections? She then discusses implications for the classroom: What are the teacher's and the students' roles regarding correction? Is the attitude in the classroom suited for correction? Finally she proposes four activities for error analysis and correction. The first exercise emphasizes identification of the two basic sources of error: interference and teacher's fault (Appendix 1). In the second exercise the teacher must apply his understanding of interference and teacher-induced errors to actual statements in the target language (App. 2). The 3rd activity demands comprehension of the 6 basic reasons as to why students make errors and application of error analysis (App. 3). The 4th activity consists in visiting a colleague 's class and completing an error observation report (App. 4).

HERSH STOLLER, Phyllis, TUSKES LOCK, Joanne, WILSON, Virginia, WATTENMAKER, Beverly, (1974) :

Real Communication In French, New York, The Adirondack Mountain Humanistic Education Center, 92 p.

(Voir résumé: déroulement).

HILL, Guy (1976) :

Making A Noise In English, *English Language Teaching Journal*, 31, 2, January, 130-135.

(Voir résumé: aspect général).

HILL, Norman (1977) :

Notes On Materials Which Will Encourage Students To Talk, *Modern English Teacher*, 5, 2, 4-5.

HOLLEY, Freda M., KING, Janet K. (1972) :

Imitation And correction In Foreign Language Learning, *The Education Digest*, 37, 7, March, 48-51.

The second language learner, like the child, progresses by forming a series of increasingly complete hypotheses about the language. An emphasis on pattern perception may be more useful to them than repetition drills. It is said that teachers over-correct and that normal corrective procedures confuse students. Remedial suggestions to over-correction are given: allow students time to answer, rephrase questions, respond by cueing.

HOLT, R.F. (1975) :

Testing Oral Proficiency, *Babel, Journal of the Australian Federation of Modern Language Teachers' Associations*, 11, 1, April, 34-37.

Discusses the difficulties associated with oral testing and the lack of student participation in active communication. Examines different rating systems in an attempt to attain objective oral testing. Maintains that lack of practical development in this area reinforces the emphasis on the written medium. Blames the increasing indifference to FL studies on the neglect of the spoken language.

HORNER, Lucie T. (1970) :

Broader Participation in Foreign Language Teacher Training, *The Modern Language Journal*, 54, 4, April, 250-252.

It is said that a foreign language "methods" course cannot be the only preparation for future foreign language teachers. Three key courses which can contribute to being better prepared are described: advanced grammar course, advanced conversation course and introduction to literature course.

INGRAM, D.E. (1976) :

Learning Through Use: A Projected Communicty - Based Course For Tertiary Students Of French, paper presented at the Congress of the Applied Linguistics Association of Australia (New Castle, August 23-25), 18 p.

(Voir résumé: déroulement).

JARAMILLO, Mari-Luci (1973) :

Cultural Differences In The Esol Classroom, *TESOL Quarterly,* 7, 1, 51-60.

Understanding cultural differences is just as important as acquiring adequate teaching materials. Teachers have many avenues open for studying about cultural differences: readings, asking information, keen observation, etc. A few classroom activities aiming at teaching behavioral patterns in the second language are given. Nine examples of cultural differences (Latin American and Anglo-American culture) along with their repercussion on the class are given.

JASMIN-DEMERS, L. (1982) :

Des tests pragmatiques et multifonctionnels pour une évaluation objective de la compétence à communiquer, in Connolv, G., Girard, J.D. & Landriault, B. (eds): *Bulletin de l'ACLA,* automne, 4, 2, 125-135.

KALIVODA, Theodore V. (1976) :

Communication In The Foreign Language Clasroom. *Hispania*, 59, 2, May, 294-301.

(Voir résumé: déroulement).

KASPER, Gabriele (1979) :

Errors In Speech Act Realization And Use Of Gambits, *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 35, 3, March/mars, 395-406.

Forty-eight recordings of face-to-face dialogues between native speakers and language learners are studied. Examples of types of errors in speech act realization are given: 1)the speaker fails to perform the illocutionary act he intended to perform ("That's nice" instead of "that's nice of you"); 2)the speaker chooses an inappropriate modality ("Do you want to have a cigarette" instead of "have a cigarette"). Errors in the use of gambits (pragmatic devices used in discourse to establish, maintain or terminate discourse) are divided into three groups: 1)the speaker does not gambit where he should; 2) he gambits but does it incorrectly 3) he uses a gambit where it is inadequate.

KATO, **Hiroki** (1977) :

Some Thoughts On Oral Examinations For Advanced Students In Japanese, *System*, 5, 3, October 1977, 181-186.

Hiroki describes the four parts of a comprehensive language examination administred at Earlham College, Indiana. He comments on two categories which caused a wide range of variation in the test: 1) Fluency: Hiroki defines the word and names two major problems concerning it's process: operationalizing qualities of fluency and conceptualizing the significance and utility of fluency in practical terms. Two examples illustrate the latter. 2) Accuracy: the problem is whether or not it is preferable to challenge students with more sophisticated constructions even though they will be more subject to mistakes.

KEITH, **George H.** (1969) :

"Fake-Fluent And How To Speak It". *The French Review*, 43, 1, October, 93-95.

"An unworthy substitute for genuine involvement, Fake-Fluent is Real-Fluent in a state of arrested development." Characteristics common to Fake-Fluent speakers: the use of "eh bien!" as a "passe-partout", the insistence on correct pronunciation over virtually all other considerations, the use of clichés and so on.

KLIN, **George** (1970) :

Content And Methods In Conversation Courses, *The French Review*, 43, 4, March, 641-647.

(Voir résumé: aspect général).

KOHONEN, Viljo (1976) :

Special Issue On Teaching And Testing Communicative Competence, Language News, 4 September, Language Center University of Jyvaskyla, Finland, 3-68.

KRAKOWIAN, Bogdan (1981) :

Techniques of Teaching in the "Pre-Speaking" Period, *System*, 9, 2, 133-139.

LADO, Robert (1978) :

Scope And Limitations Of Interview Based Language Testing: Are We Asking Too Much Of The Interview? In John L. Clark (ed.): *Direct Testing Of Speaking Proficiency: Theory And Application/ Proceedings Of A Two-Day Conference Conducted By Educational Testing Service In Cooperation With The U.S. Interagency Language Round Table And The Georgetown University Round Table On Languages And Linguistics*, Princeton, N.J., Educational Testing Service, 114-127.

Discusses the limitations of the Oral Interview Testing (OIT) on the basis of five points: validity, reliability, scorability, representativeness and practicability of the test. Concludes that 1) the OIT is the best available test to obtain a valid speaking sample 2) the OIT should be further structured to ensure better sampling of linguistic situational and sociolinguistic components and it should be supplemented by other tests that are more effective in those areas 3) as scoring of the OIT is unusually difficult, the OIT should be supplemented with other objective tests 4) the OIT is not a good test for listening comprehension. It should therefore not be used in measuring of that skill. 5) the OIT is not a practical test of competence on internalization of grammar, vocabulary and pronunciation 6) it should not be used as a test of reading or writing. In the observer's opinion "we should keep the OIT, but we should make it shorter, more uniform in length, and supplement it with tests of listening comprehension, reading, grammar, vocabulary, pronunciation and writing.

LADO, R. (1961) :

Language Testing, New York, McGraw-Hill

LE BLANC, R., PAINCHAUD, G., MONETTE, G., (1982) :

Evaluation de l'habileté à communiquer et auto-évaluation, in Connoly, G., Girard, J.D. & Landriault, B. (eds): *Bulletin de l'ACLA*, automne, 4, 2, 125-135.

LE BLANC, R., PAINCHAUD, G. (1981) :

Can Self-Evaluation Results Be Useful?, Communication présentée à TESOL, San Francisco.

LE BLANC, R., PAINCHAUD, G. (1981) :

Auto-évaluation dans l'apprentissage du français langue seconde, in Leon, P.R. & Yeshinsky (eds): *Options nouvelles en didactique du français langue étrangère*, Montréal, Didier, 127-136.

LEON, Pierre (1961) :

Les Méthodes en phonétique corrective, *Le Français dans le monde*,, 2, juin-juillet, 6-9.

L'auteur fait un examen critique des méthodes classiques de l'orthophonie. Il regroupe les traits communs des traités de prononciation et critique leur méthodologie. Ses critiques touchent 1) la minutie des descriptions physiologiques 2) l'utilisation d'un alphabet phonétique 3) la correction du détail 4) l'insuffisance de la technologie. Peut aider le professeur de conversation.

LINDER, Cathy (1977) :

Oral Communication Testing, Skokie (Illinois), National Textbook Company, 79 p.

A conpedium of communication testing techniques submitted by French teachers from different countries. Communication means listening for comprehension, oral expression and conversation. Oral expression is defined as the ability to convey specific information to someone else (for example, giving someone directions) whereas conversation consists in an unrehearsed dialogue between two or more people. For each component, a series of sample tests for all levels are presented. The following information is provided for each sample test: title, level, the person who submitted it, test preparation, administration, scoring, sample script and additional suggestions.

LINDQUIST, Douglas Stanley (1974) :

Videotape Feedback And Self-Regulatory Processes In The Modification Of Classroom Speech Anxiety And Classroom Discussion Behavior, Ph. D., dissertation, Miami University, 195 p.

Using Kanfer's model of self-regulatory behavior, it is proposed that "more positive outcome with videotape feedback might result if the feedback process were structured to assist the student in evaluating his self-viewing experience." Volunteer students complaining of excessive class participation anxiety were assigned to four groups which met for eight videotaped discussion sessions over a six-week period. The results supported the main hypothesis.

LIVINGSTON, Samuel A. (1978) :

Setting Standards Of Speaking Proficiency, In John L. Clark (ed.): *Direct Testing Of Speaking Proficiency: Theory And Application/Proceedings Of A Two-Day Conference Conducted By Educational Testing Service In Cooperation With The U.S. Interagency Language Round Table And The Georgetown University Round Table On Languages And Linguistics*, Princeton, N.J., Educational Testing Service, 257-270.

Describes a study made to set standards for the speaking proficiency of teachers - in particular, teachers of English as a second language and teachers of Spanish-English bilingual classes. Four questions to be answered were: 1) What type of judgments will enter into the standard-setting process? (The written exam or the individual interview?) 2) Who will make those judgments? 3) How will the judgments be collected and 4) How will the judgements be used to determine the standard? Each of the four basic questions are discussed. The Language Proficiency Interview (LPI) is used to measure the speaking proficiency. The New Jersey LPI study is an example of a more general procedure for conducting an empirical standard-setting study.

LOGAN, Gerald E. (1973) :

Conversational Practice In Individualized And Traditional FL Learning: The Live Oak German Program, *Die Unterrichts praxis*, 6, 2, 21-26.

(Voir résumé: déroulement).

LOVELACE, **William** (1978) :

Interview Testing in Non-European Languages, John L.D. Clark (ed.), Direct Testing of Speaking Proficiency: Theory and Application, Princeton, N.J., Educational Testing Servide, 13-18.

An outline of the reasons why FSI tests are used to evaluate Peace Corps Volunteers' proficiency in European and local (i.e. African) languages. Lovelace then discusses some of the problems involved in certifying host-country testers in European (and especially English) language, when testors will have to evaluate proficiency in non-European languages.

LOWE, **Pardee Jr.** (1975) :

The Oral Interview - A Criterion - Referenced Test?, Paper presented at the meeting of the American Council on the Teaching of Foreign Languages (Washington, D.C., November 27-30, 1975).

LOWE, Pardee Jr. (1978) :

Third Rating Of FSI Interviews, In John L. Clark (ed.): *Direct Testing Of Speaking Proficiency: Theory And Application/Proceedings Of A Two-Day Conference Conducted By Eductional Testing Service In Cooperation With The U.S Interagency Language Round Table And The Georgetown University Round Table On Languages and Linguistics*, Princeton, N.J., Educational Testing Service, 158-168.

Is it true that Third Raters tend to be more severe judges than Original Raters (Interviewers)? Several arguments have been put forth in support of this hypothesis. The reasons would be that 1) Third Raters are not privy to the "richness" of the "live" performance since they listen to tapes 2) Third Raters have more time to concentrate on the listening of candidate's errors 3) Third Raters have the means to repeat any portion of the interview to check for errors 4) The type and extent of the comments Third Raters may be asked to write out so that the test might be discussed among all the original raters may lead one to predict a lower rating from the Third Rater. Results do not support the hypothesis. On the contrary, Third Raters are as lenient or more so than at least one of the Original Raters better than 75 percent of the time, at least as far as FSI scale ratings are concerned.

MALEY, Alan, DUFF, Alan (1978) :

Drama Techniques in Language Learning, Cambridge, Cambridge University Press, 104 p.

(Voir résumé: déroulement).

MASSELOT, Marie-Yvonne, MONTREDON, J. (1973) :

Relations et communications en classe de français langue étrangère, *Le Français dans le monde*, 99, septembre, 32-38.

Questions qui se posent àl'enseignant qui veut "faire naître une communication à l'intérieur de la classe de langues ou qui veut aborder, à un niveau plus avancé un texte littéraire". Eléments constitutifs de l'acte de communication. Statut de l'élève et du professeur. Ce dernier sera un animateur, un expert. Les élèves pourront à l'aide du travail de groupe étendre les réseaux de communication. Présentation d'exemples.

MC EWEN, Nelly (1976) :

The Quantification Of Individual Student Verbalization In A Second Language Classroom, *The Alberta Journal of Educational Research*, 22, 1, March, 76-87.

A description of a "Preliminary Second Language System" (LP2), a modification and extension of the Flanders System of Interaction Analysis. The L2P provides detailed information about teacher-student dyadic interacton in second language classrooms. The system permits the examinaion of the teachers' pedagogical tactics, but does not include a study of content, cognitive or procedural veriables in verbal interaction. Aptitude and attitude factors are not taken into consideration. The system may also, according to McEwen, measure achievement objectives that differ from those of the teacher.

MCCARTHY, Brian (1983) :

The Language Of A Conversation Class, *Australian Review Of Applied Linguistics*, 6, 2, October, 36-52.

(Voir résumé: aspect général).

MEANY, Ken (1976) :

Who Needs A Teacher - An Alternative To The "Conversation Class", in Viljo Kohonen & Liisa Nummenmaa, *Kulikeskusuutisia*, 4, 27-31.

(Voir résumé: déroulement).

MENNÉ, Saxon (1976) :

Conversation Via Role Playing, *Modern English Teacher*, 4, 2, 8-10.

(Voir résumé: déroulement).

MESSNER, Dieter M. (1969) :

Increased Communication In Language Learning, *The Journal Of Experimental Education*, 37, 4, Summer, 45-47.

In order to increase the speaking time for the individual learner, students work in pairs. Each pair is given specific exercices along with lists of questions and answers. The rotation of partners is planned and the teacher acts as a supervisor with special functions. Examples are given.

MINICH, Joan Summe (1974) :

Modeling To Facilitate The Production Of Selected Oral Language Patterns In The Elementary Classroom, The University of Arizona, doctoral dissertation, 104 p.

Systematic evaluation of the effectiveness of verbal modeling in classroom settings for children's language production is seldom explored in studies. That is precisely what this present study intends to do: "investigate the effects of adult and peer modeling on the performance of selected verbal language patterns in a classroom setting".

Second and third grade students of two schools were selected and assigned to one of five treatment conditions: 1)adult modeling with rule, 2) adult modeling without rule, 3) peer modeling with rule, 4) peer modeling without rule, 5) no-rule no-model control group. This experiment called for parents or teachers participation.

For each task, the differential modeling conditions were carried out simultaneously in the experimental classrooms. Three language patterns were chosen as tasks (selected pronouns in the subject position; past tense and participle of selected irregular verbs and embedment of selected adjectives. Within each treatment condition, four successive phases were considered essential: baseline, training, post-test and generalisation.

An analysis of the performance of second and third grade subjects is given in detail. In the conclusion the author suggests that 1) further research focus on classroom use of older and same-age students as peer models as well as teachers and paraprofessionals as adult models 2) the present study should be replicated using revised scripts and that the design of the present study should be utilized to investigate other language patterns of equal or greater complexity.

MINISTERE DE L'EDUCATION DU QUEBEC (1983) :

Denise Lussier-Charles et Marcel Danan, *Guide d'évaluation en classe de langue seconde, anglaise et française, niveau primaire*, Document 16-7220-07.

MONFILS, G. (1982) :

La mesure de la compétence de communication à la direction générale de la formation linguistique: fondements théoriques, *Medium*, 7, 1, 139-180.

MORROW, Keirh (1977) :

Techniques of Evaluation For A Notional Syllabus, University of Reading, Centre for Applied Language Studies, Ronéo.

MORROW, K. (1982) :

Testing Spoken Language, in Heaton, J.B. (ed): *Language Testing*, Hayes, Middx, Modern English Publications, 56-58.

MOSKOWITZ, Gertrude (1971) :

Interaction Analysis -- A New Modern Language For Supervisors, *Foreign Language Annals*, 5, 211-222.

MOSKOWITZ, Gertrude (1973) :

Insight Into Classroom Interaction, *Creativity*, (Temple U. Philadelphia, PA), 5, September 1.

This paper doesn't specifically concern conversation classes but is of interest since it discusses the need to create an inviting climate in the classroom by means of an understanding of student-teacher interaction. The author bases her analysis on a modified version of the works of Ned. A. Flanders. Encourages the teacher to study his interactions with the students as a means of improving his overall teaching techniques.

MOSKOWITZ, Gertrude (1976) :

The Classroom Interaction Of Outstanding Foreign Language Teachers, *Foreign Language Annals*, 9, 2, 135-157.

MOSKOWITZ, Gertrude (1978) :

Caring And Sharing In The Foreign Language Class, Rowley (Mass.), Newbury House. Publishers Inc., 343 p.

(Voir résumé: déroulement).

MOTHE, Jean-Claude (1975) :

L'évaluation par les tests dans la classe de français, Paris, Hachette/Larousse, 144 p.

MOTHE, Jean-Claude (1981) :

Evaluer les compétences de communication en milieu scolaire, *Le Français dans le monde*, 165, novembre-décembre, 63-72.

Après avoir précisé que l'évaluation a "pour objectif principal de vérifier dans quelle mesure l'apprenant est capable d'utiliser la langue apprise dans des situations réelles de communication", l'auteur de cet article examine les formes que l'évaluation pourrait prendre dans ses différents contextes. A l'aide d'exemples tirés de la méthode *Orange 2*, l'auteur illustre ce que peut devenir l'évaluation de la compréhension et de l'expression orale, dans une perspective de communication.

MUCCHIELLI, R. (1973) :

La dynamique des groupes, Paris, Editions ESF, 171 p.

MUCCHIELLI, R. (1974) :

Communication et réseaux de communications, Paris, Les Editions ESF, 150 p.

MUGGLESTONE, Patricia (1977) :

The Primary Curiosity Motive, *English Language Teaching Journal*, 31, 2, 111-116.

(Voir résumé: déroulement).

MULLEN, Dana (1972) :

Fluency First: Instructor Training Course, Prince Albert (Saskatchewan), Training Research and Development Station, 150 p.

Describes an instructor training course designed to prepare future instructors of oral English as a second language to illiterate adults of Indian ancestry. General and particular language teaching aspects along with other suggestions for informal types of oral language activities such as games, interviews, producing "radio broadcasts" and ways of evaluating student progress are discussed. This is followed by a list of learning activities to be done during the training course and a list of references for learning activities. A grading instrument called the "Oral Rating Form", which is used to test students and then place them in the Fluency First course, is also presented and explained.

MULLEN, Karen A. (1978) :

Direct Evaluation Of Second-Language Proficiency: The Effect Of Rater And Scale In Oral Interviews, *Language Learning*, 28, 2, December, 301-308.

MURPHY, John H. (1973) :

Putting More Conversation Into The Conversation Class, *Die Unterrichts praxis*, 6, 1, 58-59.

Reports on the excess of teacher dialogue in foreign language conversation classes which leaves students little time to take part. Lists several techniques to encourage more student participation.

NACHTMANN, F.W. (1973) :

Let The Student Have The Last Word, *The French Review*, 47, 1, October, 62-65.

The problem of the over-talkative teacher who chatters away, constantly anticipating, and especially echoing every student's response. How to correct mistakes without monopolizing the oral exchange. A useful means of self-analysis is to make a tape-recording of the teacher's class sessions from beginning to end.

NICKOLS, Helen R. (1975/76) :

How-Some Aspects Of My Work At Player Comprehensive School - Nottingham, *Audio-Visual Language Journal*, 13, 3, Winter, 139-141.

(Voir résumé: déroulement).

NUNNLEE, Mosely James Jr. (1967) :

Perceptions Of Teachers Of English Regarding Certain Oral Activities In The Classroom, (grades 7-12), Ph. D. Dissertation, University of Alabama, 180 p.

To identify the speech skills necessary to effectively teach the oral dimension of language, teachers were asked to identify the speech activities they found helpful for teaching oral English. Teachers were asked to reflect upon their undergraduate education and to assess their knowledge of speech. Many results were found such as 1) many high school graduates enter college with limited training in oral language 2)most students receive little training in oral expression 3) "average" or "talented" students are enrolled in speech classes 4) In a democratic society the need for effective speech extends beyond the public schools 5) undergraduate preparation influences the use of the speech activities specified.

MULLEN, Dana (1972) :

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MURPHY, John H. (1973) :

Putting More Conversation Into The Conversation Class, *Die Unterrichtspraxis*, 6, 1, 58-59.

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NICKOLS, Helen R. (1975/76) :

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NUSSAUM, Marlene Ackerman (1980) :

The Creative Conversational Classroom: Generating A Syllabus For Communicative Competence, Ph. D. Dissertation, Brown University, 220 p.

OATES, Michael D. (1972) :

Principles And Techniques For Stimulating Foreign-Language Conversation, *Foreign Language Annals*, 6, 1, 68-72.

(Voir résumé: déroulement).

OBANYA, Pal (1975) :

Oral Work In Large French Class, *West African Journal Of Education*, October, 19, 3, 361-367.

(Voir résumé: aspect général).

OLLER, J.W. (Jr), PERKINS, K. (eds). (1978) :

Language In Education: Testing The Tests, Rowley, Mass., Newbury House Publishers Inc.

OLLER, J.W. (Jr), PERKINS, K. (eds) (1980) :

Research In Language Testing, Rowley Mass., Newbury House Publishers Inc.

OLLER, J. (1980) :

Communicative Competence: Can It Be Tested? In Krashen, S. & Scarcella, R.C. (eds): *Research In Second Language Acquisition*, Rowley, Mass., Newbury House Publishers, Inc., 95-104.

O'BRIEN, Maureen M. (1975) :

Group Learning In The Language Classroom: The Use Of The Strip Story As A Teaching And Learning Technique, M.A. Thesis, August, Hawai, 83 p.

(Voir résumé: déroulement).

PAINCHAUD, G., LE BLANC, R. (1980) :

L'auto-évaluation: le cas des langues secondes, *Proceedings of the 21^{st} Adult Education Research Conference,* Vancouver, 157-162.

PAINCHAUD, G. (1980) :

L'apprentissage auto-dirigé. réalités et perspectives, in Landriault, B. (ed): *Bulletin de l'ACLA,* avril, 39-48.

PALMER, Adrian S., KIMBALL, Margot C. (1978) :

Proper Intake: A Neglected Component Of Formal Instruction, *T.E.S.L. Talk,* 9, 2, Spring, 42-53.

(Voir résumé: aspect général).

PEARSE, Roy (1982) :

Helping The Student Help Himself, *Modern English Teacher,* 10, 1, September, 22-24.

PÉREZ, Marcel (1976) :

Vers un enseignement de la compétence à communiquer: Ebauche d'une méthodologie de la classe de conversation, Mémoire de maîtrise, Université de Montréal, 342 p., publié en 1982, à Québec, C.I.R.B., B-110, 252 p.

(Voir résumé: aspect général).

PÉREZ, Marcel (1982) :

Rôles et fonctions du moniteur de langue, Montréal, Collège Vanier, Vidéocassette, 47 min., couleur.

Document utilisé pour assurer la formation des moniteurs à temps partiel aux départements de langues du collège Vanier. Le contenu est présenté sous forme d'exposés, d'entrevues avec des professeurs et moniteurs ainsi que des extraits d'activités pédagogiques. Présentation du programme, les nouvelles tendances de l'enseignement des langues, rôle du moniteur, fonctions du moniteur, conseils et pièges à éviter.

PÉREZ, Marcel (1983) :

Techniques de correction dans les discussions en groupes restreints, Montréal, Collège Vanier, Vidéocassette couleur.

Deuxième partie d'un document utilisé pour la formation des moniteurs de langue seconde au collégial. Le contenu est présenté sous forme d'exposés, d'entrevues avec des professeurs et moniteurs ainsi que des extraits d'activités pédagogiques. On y traite du quoi corriger, pourquoi corriger, comment et quand corriger.

PETRUCELLI, Gerald J. (1974):

Principles And Techniques For The Conversation Class, *Italia*, 51, 3, Autumn, 327-337.

(Voir résumé: aspect général).

PINEL, Nicole (1971) :

Test d'évaluation de niveau oral pour les jeunes débutants en français, *Le Français dans le monde*, 79, mars, 14-19.

Elaboration d'un test d'évaluation du niveau de connaissance linguistique à l'oral à l'intention des élèves non francophones d'une classe d'accueil devant être dirigés vers l'une des classes de 10^{e} du Lycée français de Londres. Déroulement du test. Matériel utilisé. Présentation d'exemples. Les résultats obtenus laissent entendre que ce test de classement atteint ses objectifs avec une faible marge d'erreur.

POSTOVSKY, Valerian A. (1974) :

Effects Of Delay In Oral Practice At The Beginning Of Second Language Learning, *The Modern Language Journal*, 58, 5-6, September, 229-239.

(Voir résumé: déroulement).

POWELL, Patricia B. (1975) :

Moi Tarzan, Vous Jane?: A Study Of Communicative Competence, *Foreign Language Annals*, 8, 1, March, 38-42,

(Voir résumé: courants).

PROKOP, M. (1974) :

Sequential Analysis Of Foreign Language Verbal Interaction, *The Alberta Journal of Educational Research*, 20, 4, December, 334-341.

Presents a study carried on to obtain systematic quantitative data about the types of verbal behavior used by instructors and students in teaching and learning a foreign language. A brief description of the experiment and procedures involved is given. Results show that the instructor (90% of the time) initiates a verbal interaction, the students' response follows (90% of the time) and the instructor only corrects of criticizes.

PRŮCHA, Jan (1973) :

Verbal Communication In The Classroom - A Case For Applied Psycholinguistics, *Linguistics*, 112, September, 23-38.

Outlines certain basic problems of language and communication in school conditions: problems concerning the language-speech of the pupils, the teacher's language, the influence of teacher's language behaviour on the pupils and problems concerning verbal communication in the classroom. Gives an appraisal of certain results which have been obtained from various studies pertaining to the subject.

QUINN, David (1974) :

Individualized Learning In Three-Quarters Time, *The French Review*, [illegible] 3, February, 594-602.

Describes a curriculum project to individualize learning and to increase speaking practice by means of flexible scheduling. Fifteen students had to choose between an eight, ten or fourteen week period for their culture and conversation class. They were responsible for the same amount of material. Each group met only one day per week and had the option of attending two additional conversation sessions a week. Results showed that students prefer to have a time option in the learning process and when given the chance, can accept greater responsability with regards to their own learning. The project did individualize learning. Talk time per student increased by 60% and small groups allowed for greater interaction than in traditional classes. Final exam scores were about the same as in a fifteen-student class who met three hours a week for a period of fourteen weeks.

QUIÑONES, John (1978) :

Independent Rating In Oral Proficiency Interviews, In John L. Clark (ed.): *Direct Testing Of Speaking Proficiency: Theory And Aplication/Proceedings Of A Two-Day Conference Conducted By Educational Testing Service In Cooperation With The U.S. Interagency Language Round Table On Languages And Linguistics*, Princeton, N.J., Educational Testing Service, 150-156.

Discusses the development and use of a graphic rating scale that is used in conjunction with the verbal descriptions of the FSI Absolute Language Proficiency Ratings. Gives the characteristics of the new rating system.

REINERT, Harry (1974) :

Extending The Teacher: From Text To Context, *The ACTFL Review of Foreign Language Education*, 6, 275-298.

Presents techniques aimed at increasing the effectiveness of the teachers in the classroom. Conversation, role-playing and cultural assimilation techniques are provided.

RICHTERICH, René, SCHERER, Nicolas (1975) :

Communication orale et apprentissage des langues, Paris, Hachette, 138 p.

(Voir résumé: déroulement).

RILEY, P. (1977) :

Discourse Networks in Classroom Interaction: Some Problems in Communicative Language Teaching, *Mélanges pédagogiques 1977*, C.R.A.P.E.L., 14 p.

Classroom interaction, according to the communicative approach, should be identical to real-life situations in which the student uses the language. A discourse network is defined and a model of one created and applied to a segment of classroom interaction is given. A study of the individual illocutionary acts reveals that classroom interaction could be more realistic, especially if teacher interference were reduced. The author presents ways of achieving this goal.

RINKUS, Jerome J. (1979) :

Developing Mature Conversational Skills in Elementary Russian Courses, *Russian Language Journal/Russkii yazyk*, 33, 114, Winter, 13-20.

(Voir résumé: aspect général).

RIVENC, Marie-Madeleine, PORCHER, Louis (1978) :

Suggestions pour une évaluation par images, *Le Français dans le monde*, 137, mai-juin, 53-56.

A l'opposé des outils traditionnels d'évaluation qui ne permettent d'apprécier que le linguistique sans tenir compte de l'aptitude à communiquer, l'image, en tant que matériau authentique, est à même d'aider à évaluer une compétence véridique de communication.

RIVERS, Wilga M. (1973) :

Nos étudiants veulent la parole, *Le Français dans le monde*, 94, janvier-février, 20-30.

L'auteur propose un modèle d'enseignement des langues qui attribue un rôle important à l'apprentissage individuel de l'étudiant dans le but de l'amener de la pseudo-communication (exercices) à l'interaction verbale réelle. Ce modèle vise à prolonger l'enseignement méthodique de la langue (phase d'acquisition des compétences) en suscitant régulièrement les occasions d'interactions autonomes (utilisation des compétences). Douze catégories d'activités verbales sont présentées. La correction doit se faire durant la première phase seulement.

ROBINSON, Peter (1973) :

Testing The Second Language Competence Of Children And Adults, *English Language Teaching Journal*, 27, 2, February, 190- 199.

Fundamental problems raised by the assessment of the student's language performance are discussed: 1) form: subjective and objective tests; 2) error analysis; 3) norms; 4) expressivity: the ability to express phonetically and grammatically one's emotions; 5) representativity: "the extent to which the language production of the learner represents his capacity to produce language in other situations"; 6) competence "the learner's ability to organize his knowledge of the language system into basic lexical, grammatical, phonetic/graphic patterns, and then to give them, at the moment of speech or writing, basic lexical, grammatical, phonetic/graphic structures."

ROOKS, George (1981) :

The Non-Stop Discussion Workbook, Problems For Intermediate And Advanced Students Of English, Rowley, Massachusetts, Newbury House Publishers Inc., 145 p.

(Voir résumé: aspect général).

ROSSER, Harry L. (1979) :

Testing Oral Communicative Skills, *Foreign Language Annals*, 12, 5, October, 371-373.

The language proficiency test used for providing reliable feedback to both teacher and student is largely oriented towards establishing situations which require a rather mechanical and relatively passive phonological and morphological discrimination. The use of an interview to test the L2 learner's ability to communicate orally represents and alternative way of testing which has been generally neglected. To reliably and consistently assess individuals' oral proficiency, and to avoid subjectivity, factors such as fluency, pronunciation, grammar, vocabulary and comprehension should be observed. A testing scale, from a minimum of effective communicative ability in specific professional and social situations, to a maximum native speaking ability with three intermediate levels, is proposed. Ways of eliciting the variety of responses needed to accurately evaluate a speaker's level of oral proficiency are suggested. Specific examples of questions and means of evaluating language proficiency in Spanish are given. Language evaluation by interview permits teachers to appreciate different language evaluation forms, to plan the direction a language course should take and to stimulate further development of an individual's language skills.

ROY, Robert T. (1967) :

Oral French Proficiency: Identification And Evaluation. Dissertation submitted to faculty of graduate studies, University of Alberta, Edmonton, June, 243 p.

RUPRECHT, Alvina (1981) :

Les médias dans la salle de classe: l'enseignement du français aux étudiants en journalisme, *The Canadian Modern Language Review/La Revue canadienne de langues vivantes*, January/Janvier, 37, 2, 320-328.

(Voir résumé: déroulement).

SALAMA, Nancy (1973) :

Let Them Speak, *English Language Teaching Journal*, 28, 1, November, 23-29.

(Voir résumé: déroulement).

SCHEGLOFF, Emanuel A., JEFFERSON, Gail, SACKS, Harvey (1977) :

The Preference For Self-Correction In The Organization Of Repair In Conversation, *Language*, 53, 361-382.

SCHENKEIN, Jim (ed.). (1978) :

Studies In The Organization Of Conversational Interaction, New York, Academic Press, 304 p.

SCHIFFER, Ludger, HELOURY, Michèle (1977) :

Phraséologie scolaire II, *Praxis des Neusprachlichen Unterrichts*, 24, 4, 397-402.

Liste de questions et de remarques faites par le professeur à différents moments de la classe de langue: travail de groupe, discussion, jeux en classe, enseignement à l'aide de moyens audio-visuels, lecture, corrections à l'oral, critique positive.

SCHRAND, Heinrich (1976) :

A Speaking Test, *Modern English Teacher*, 4, 1, 9-10.

An example of a speaking test is proposed. The following principles should be followed when preparing these tests: 1) repetition: a list of short utterances to repeat, each utterance containing one scorable item, 2) guided questions: the student must answer according to the model, 3) questions on everyday situations, 4) reading aloud, 5) dialogue participation: the teacher reads out the first part of a dialogue studied and the student must respond with the second part. It is suggested to keep the speaking test short, to be specific, to avoid catch questions, to give many examples and to use natural and useful utterances.

SCHWARTZ, Joan L. (1977) :

Repair In Conversation Between Adult Second Language Learners Of English, MA-TESL Thesis, UCLA.

This thesis aimed at investigating how adult second language learners deal with errors and other sources of trouble in conversations, the extra-linguistic features accompanying repairs and the differences between repairs made at different proficiency levels are described. A comparison of the description of repair for second language learners with native speakers of English is made.

SELIGER, Herbert W. (1977) :

A Study Of Interaction Patterns And L2 Competence, Paper presented At The *Los Angeles Second Language Research Forum* (1st Los Angeles, California, Fev. 11-13, 1977), 15 p.

A conference paper presenting the results of a language study in which intensity of interaction was correlated to language ability measured by language tests. Six adult learners were classed as either HIG's (input generators, having a high intensity of interaction with the environment) or LIG's (Low-input generators, having a low intensity of interaction with the environment). Results revealed that: (1) HIG's performed better than LIG's on a course final examination; (2) HIG's had a greater amount of contact with English speakers (according to the Language Contact Profile); (3) HIG's did not perform significantly better on a close test than LIG's; and (4) LIG's were somewhat more field dependent than HIG's (according to the group Embedded Figures Test). Seliger's study helps specify the nature of the learner's role in the learning process.

This article also appears in *Language Learning*, 27, 2, 263-278, Dec. 1977.

SELL, Rainer (1977) :

Early Emphasis On Speaking An Associative Approach To Foreign Language Learning, *Foreign Language Annals*, 1, 103-113.

(Voir résumé: aspect général).

SIMONSON, Walter E. (1958) :

Preliminary Experimental Study Of The Effect Of Speech Assignments On The Speech Fear Reported By Students In Beginning Speech Classes. University of Minnesota, 127 p.

The study tries to determine if there is a strong correlation between the type of the speech assignment (discussion, persuasion, informative speaking, oral experience) and the amount of speech fear experienced by beginning speech students. It also tries to determine the effect of sex, the nature of the school and reported extroversion on speech fear. Significant differences were found between the assignments studied. The ranking of these assignments in terms of their fear generating potential varied according to sex, course and school. In general, oral reading was the most productive of speech fear while persuasive speaking was the least. Women reported more speech fear than men except in the oral reading assignment. The students reporting the greatest speech fear preferred those assignments which were the most productive of speech fear. A significant correlation was found between introversion and speech fear.

SKOTKO, Vincent, P. (1974) :

Conversational Intimacy And Interpersonal Attraction As A Function Of The Manipulation Of Interaction Distance, Ph. D. Dissertation, University of Cincinnati, 97 p.

The goal of the study was to examine the relationship between conversational intimacy and interaction distance in a non dynamic, fixed feature space. It was hypothesized that 1) the relationship between distance and intimacy would be "curvilinear with intimacy decreasing at both distance extremes" 2) females would be more intimate than males at all distances and 3) interpersonal attraction would be positively correlated with the conversational intimacy. The results show that interaction distance has little effect upon conversational intimacy. However, for four measures of intimacy out of five, a strong sex by distance interaction was observed: male subjects increased intimacy as distance increased while female subjects decreased intimacy with increasing distance.

SOLLENBERGER, Howard E. (1978) :

Development And Current Use Of The FSI Oral Interview Test, In John L. Clark (ed.), *Direct Testing Of Speaking Proficiency: Theory And Application, Proceedings of a two-day conference conducted by Educational Testing Service in cooperation with the U.S. Interagency Language Round Table and the Georgetown University Round Table on Languages and Linguistics*, Princeton, N.J., Educational Testing Service, 280 p., 1-12.

The former director of the Foreign Service Institute, Howard E. Sollenberger, describes the inception, development and refining of the FSI oral interviewing and rating procedure currently used in U.S. government agencies. Created in 1952, simple FSI ratings on "language proficiency" were found to be inadequate and thus categories for speaking and reading proficiency (1952) were developed. The "5 factor" (accent, grammar, vocabulary, fluency and comprehension) checklist was created in 1958, and statistical analysis revealed a high degree of consistency in the subjective judgements of the examiners. The FSI testing system was gradually adopted by other government agencies, and a standardized version, to be used by all agencies, was developed in 1968. Sollenberger concludes his speech by saying that the FSI tests show that a person possesses a technical proficiency in a language, but does this same person communicate effectively? Appendix A reproduces the Absolute Language Proficiency Ratings that constitute the official rating scale for the FSI interview.

SPEIGHT, Stephen (1976) :

Living English, *Praxis Des Neusprachlichen Unterrichts*, 23, 1, 44-46.

Discussions in two English classes were recorded and an error analysis was done on pronunciation, semantic (including German word used) and grammatical errors as well as breakdowns in the communication. Many examples are provided. In order to reach a more effective communication, an examination of each student's needs is required.

SPOLSKY, Bernard (1968) :

What Does It Mean To Know A Language, Or How Do You Get Someone To Perform His Competence, paper prepared for the second conference on Problems in Foreign Language Testing, University of Southern California.

One of the reasons why numerous tests fail to finish up with a clear picture of one's knowledge of a language is that they do not take into account the fact that the language is redundant and creative. Redundancy permits communication where there is some interference such as noise. Knowing a language involves the ability to understand a distorted message. It is also a question of the knowledge of the grammar of the language. One approach to test ability in L2 might then be to add noise or mask portions of texts and present the subject with novel utterances or calling on him to produce utterances he has not heard before.

STRATTON, Florence (1977) :

Putting The Communicative Syllabus In Its Place, *TESOL Quarterly*, 11, 2 June, 131-141.

The learner's need to acquire both linguistic and communicative competence. Problems in developing a communicative syllabus: the lack of knowledge about the constituents of communicative competence and speaking rules; cultural clashes and difficulties in contextualizing along with the heavy demands it places on the learner. Four language learning situations are discussed: English as a second language and as a foreign language; English for specific purposes and for the foreign student attending university in an English speaking country.

STUART, Kenneth Gavin (1972) :

Patterns Of Conversational Interaction As Factors Of Attraction And Compliance Within Dyads, Ph. D. Dissertation, University of New Hampshire, 85 p.

The primary purpose of this research is: 1) to design a set of controlled situations which allow examination of free dyadic interaction and 2) to test exchange hypothesis in a relatively free conversational interaction. This study correlates specific conversational variables and resulting levels of attraction within dyads and tests the exchange hypothesis that an attractive influencer will be more effective in eliciting compliance than an unattractive influencer. Positive correlations were obtained between attraction and 1) overall distribution of resources 2) dyadic resource exchange and 3) relative level of information seeking. It was also found that attractive influencers were significantly more effective than unattractive influencers.

STURTRIDGE, Gill (1977) :

Using Simulation In Teaching English For Special Purposes, *Games and Simulations In English Language Teaching*, ELT Documents, 1, 10-14.

(Voir résumé: déroulement).

TABORN, Stretton (1976) :

Conversation In The English Classroom, *Praxis des Neusprachlichen Unterrichts*, 23, 1, 26-34.

(Voir résumé: aspect général).

TAGGART, Gilbert (1973) :

Obtaining Lexical Information In Conversation: Strategies for the Advanced Language Learner, *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 29, 3, March/mars, 8-15.

Because the "lexicon" (vocabulary) is an open system, the advanced language learner often encounters difficulties due to lack of vocabulary. This article deals with devices enabling the learner to increase his linguistic competence without being obliged to betray his lack of such a competence by using strategies similar to those unconsciously employed by native speakers in the same situation such as: 1) appeal phrases ("Voyons, comment dit-on cela déjà?") 2) circumlocution ("C'est un genre de ... Ca sert à ...") 3) noun substitutes (chose, truc, affaire). To identify the gender of nouns, the use of the word in a context in which the gender marker is neutralized can be used: "Vous n'avez pas de cire?" (neutralized) brings the answer "Mais si, j'ai de la cire" form the native speaker.

TERRY, Robert H. (1978) :

Let's Get In The Swim Of Thing, *Bulletin Of The Foreign Language Association Of Virginia*, 33, 2, 87-92.

(Voir résumé: déroulement).

THOMAS, Ursula (1977) :

Developing Language Skills Through Grouping, paper presented at the Conference on New Methodologies In Modern Language Teaching (Cedar Falls, Iowa, October 28-29), 7 p.

Advantages of grouping are 1) it frees students from teacher domination, 2)it provides incentive for everyone to participate actively in the learning process 3) it supplies the social setting necessary for learning a language.

Describes a technique in which each group is assigned a different reading passage. The students help each other in understanding their part of the text. Then, each student is paired with a member of a different group. Each tells the other all he can about the part of the reading selection he knows. His partner is encouraged to ask questions. After the activity, the students write a short summary of their own reading selection without consulting the text.

TOWNSON, Michael (1973) :

Testing Oral Skills At University Level, *ELT English Language Teaching*, 27, 2, February, 199-205.

How to really test the candidates abilities while achieving the greatest possible measure of objectivity in the ratings given. Suggestions are that no printed material should be used, questions should be avoided where a lack of factual information may handicap the candidate, the examiner should use an evaluation sheet as described in the article. A criticism of the evaluation sheet is also presented.

TUCKER MITCHELL, Jane (1978) :

A New Look At Errors In The Language Classroom, *The French Review*, 52, 1, October, 13-18.

Examines some of the causes of errors: 1) language transfer: interference from the native tongue 2) transfer-of-training: errors caused by the procedure used to present the target language 3)strategies of second-language learning: the way learners make analogies 4) strategies of second-language communication: errors that occur because of heavy communication demands which exceed the learner's competency 5) overgeneralization of features in the target language. Some implications for the language classroom are: "1) teacher should teach the second language as a self-contained system without relating it constantly to the mother tongue 2) semantic errors should take precedence over syntactic ones 3) partial utterances produce more natural communication and make fewer demands in the initial stages 4) prefabricated utterances enable the learner to express a variety of meanings and motivate the student to search for internal structures 5) student repetitions of incorrect answers may be counter productive 6) the tone and manner in which correction is given are important".

UPSHUR, J.A. (1973) :

Productive Communication Testing: Progress Report, In Oller, J.W. Jr & Richards, J. (eds): *Focus on the Learner: Pragmatic Perspectives For The Language Teacher*, Rowley, Mass., Newbury House Publishers Inc.

URBANIC, Anne (1979) :

The City: A New Approach To Conversation Classes, *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 36, 1, October/Octobre, 97-104.

(Voir résumé: déroulement).

UR, Penny (1980) :

The Conversation Class, *Modern English Teacher*, 7, 4, April, 5-7.

(Voir résumé: Aspect général).

VALDMAN, Albert, MOODY, Marvin (1979) :

Testing Communicative Ability, *The French Review*, 52, 4, March, 552-561.

VEZINA, Alain (1978) :

L'impossible évaluation de la langue orale, *Québec Français*, mai, 34-35.

Il faut évaluer la langue orale, mais comment et quoi évaluer? Si l'enseignement de l'oral vise à l'accroissement de l'habileté à communiquer oralement, il faut évaluer s'il y a symbiose entre production verbale, intention et situation de communication. Il n'existe aucun outil d'évaluation objective de la communication orale. L'auteur propose que l'évaluation actuelle fasse place à des observations que ferait le maître sur le comportement verbal de l'écolier à partir de grilles qui leur seraient fournies.

VIGNER, Gérard (1979) :

Parler et convaincre, Paris, Hachette, 112 p.

(Voir résumé: déroulement).

VILLANI, Sergio (1977) :

Communication in An Experimental Foreign-Language Class, *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 33, 3, January/janvier, 373-378.

(voir résumé: déroulement).

VINCENT, Robert J. (1978) :

Psychophysical Scaling Of The Language Proficiency Interview, A Preliminary Report, In John L. Clark (ed.): *Direct Testing Of Speaking Proficiency: Theory And Application/Proceedings Of A Two-Day Conference Conducted By Educational Testing Service In Cooperatin With The U.S. Interagency Language Round Table And The Georgetown University Round Table On Languages And Linguistics*, Princeton, N.J., Educational Testing Service, 231-253.

This study was done to answer the following type of questions: 1) how much more difficult is it to achieve the 3+ level than the 2 level on the eleven-point Foreign Service Institute (FSI) speaking proficiency scale?; 2) how long should the average student in each category be enrolled in training? The results strongly suggest "that judged difficulty in learning to speak a foreign language can be scaled and that difficulty is directly related to the duration of training by the "psychophysical power law". Since the law permits one to state that equal stimulus ratios produce equal perceptual ratios, it was possible to apply the judges' estimates to projections beyond available data, thereby generating a complete matrix of duration estimates for all pairs of enter and exit proficiencies." The estimated difficulty of achieving sequential FSI levels is not a straight-forward progression (for example, levels beyond the 2 or 2+ level seem to require disproportionate amounts of training.

WALKER, Graham (1976) :

Using Group-Work In The Early Stages Of Teaching French In The Primary School, *Audio-Visual Language Journal*, 14, 2, 117-120.

(Voir résumé: aspect général).

WEISS, François (1981) :

Communicate On Perish, Presidential Address to British Association For Language Teaching, *The British Journal Of Language Teaching*, 19, 1, Spring, 5-10.

(Voir résumé: aspect général).

WERTZ, Marjorie Dean (1972) :

Toward A Theory Of Nonverbal Communication: A Critical Analysis Of Albert Scheflen, Edward Hall, George Mahl And Paul Ekman, Ph. D. Dissertation, The University of Michigan, 338 p.

The aim of the present study is twofold: 1) to provide a critical analysis of four major researchers in nonverbal communication 2) to use these critical conclusions in proposing a tentative theory of nonverbal communication.

Albert Scheflen, Edward Hall, George Mahl and Paul Ekman were the investigators selected to carry out this research. One of the main findings is that the critical analysis produced four issues, (research focus, unit, origin, and meaning of nonverbal behavior) which were common points of discussion among the researchers. Although they did raise similar formal topics, they did not always concur substantively. The study's conclusion describes procedures for testing six assumptions proposed for a tentative theory of nonverbal communication. This research makes two fundamental contributions 1) by providing background to the issue examined in the field of nonverbal communication 2) by adopting some type of integrated theorical framework.

WESCHE, Marjorie Bingham (1981) :

Communicative Testing In A Second Language, *Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 3, March/mars, 551-571.

WESSELS, Betsy Davies (1971) :

The Development Of Facility In Free Oral Expression, Master's thesis, University of Texas At Austin, May, 67 p.

(Voir résumé: déroulement).

WIEMAN, John Moritz, III (1975) :

An Exploration Of Communicative Competence In Initial Interaction: An Experimental Study, Purdue University, 132p.

Develops a five-component model of communicative competence. To be communicatively competent, an interactant must 1) smoothly manage the interaction 2)be emphatic 3)be relaxed in social situations 4) be affiliative and supportive of his fellow interactants and 5) be flexible in order to adapt his behavior to situations encountered. The model was tested and two hypotheses were made: 1) "the level of interaction management skill displayed by an actor in non-lineary related to observers' perception of that actor's communicative competence" 2) 'an actor's communicative competence as perceived by observers is positively and linearly related to perceptions of that actor's: behavioral flexibility, empathy, affiliativeness/supportiveness, and social relaxation". Hypothese 1 was not supported. Hypothese 2 was.

WILLIAMS, Huw P. (1980) :

Correction And Communicative Activity, *English Language Teaching Journal*, 34, 3, April, 205-207.

Describes the teacher's job with students working in groups. According to the author, the teacher must respond to requests, give immediate correction if necessary while moving from group to group, use a "Monitoring sheet" to note the more important errors. In columns, the teacher writes: 1) students' numbers; 2) pronunciation (a) ideal, (b) error; 3) syntax; 4)lexis (a) ideal, (b) error. The author presents another column showing breakdowns due to a failure of communication which may also be useful. The author gives an example of errors made in English by an advanced group of French students as a sample of a "monitoring sheet".

WRIGHT, Wendy A. (1971) :

Oral Testing: German, *Modern Canadian Language Review/La Revue canadienne des langues vivantes*, 27, 4, May/Mai, 61-63.

WRIGHT, Wendy (1970) :

Testing: Examples And Suggestions For Use With L.F.I., Level I, *Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 27, 1, October/octobre, 33-43.

YOROZUYA, Ryuichi, OLLER, John W. Jr. (1980) :

Oral Proficiency Scales: Construct Validity and the Halo Effect, *Language Learning*, 30, 1, June, 135-153.

3e PARTIE

LA CLASSE DE CONVERSATION:

DÉROULEMENT

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La classe de conversation: déroulement

Cette troisième partie comprend les écrits portant sur le déroulement de la classe de conversation envisagé du point de vue de son thème, de son déclencheur et de son mode.

Le thème de conversation ou sujet de conversation a donné lieu à de nombreux écrits dont un certain nombre ont été résumés. Il s'agit de textes dont l'objet est de traiter du "sujet de conversation", des listes ou programmes de sujets de conversation.

Le déclencheur ou prétexte à la classe de conversation a également donné lieu à des écrits qui traitent des moyens utilisés comme point de départ à la conversation tels les documents écrits, sonores, visuels et audiovisuels, le jeu de rôle, le problème à résoudre, le proverbe (cf. tableau 1). Elle comprend également les méthodes et les manuels de lecture qui comportent entre autres un éventail d'activités de conversation.

Le mode du déroulement de la classe de conversation regroupe un grand nombre de textes relatifs aux activités de conversation tels la discussion, le débat, le jeu de rôle (cf. tableau 1).

Etant donné la multitude d'écrits sur le sujet, voici quelques distinctions établies par Coulombe 1982 sur les activités de conversation. Le tableau qui suit fait état de huit catégories d'activités qui ont été définies à partir du contenu des ouvrages répertoriés dans cette partie.

TABLEAU 1

LES HUIT GRANDS TYPES D'ACTIVITÉS DE CONVERSATION	
I. DISCUSSION TRADITIONNELLE	**II DÉBAT**
À PARTIR* - d'un sujet - d'un bref exposé - d'un document écrit (incluant - le questionnaire) - d'un document - sonore - d'un document - visuel - d'un document audio-visuel	- d'un sketch ou d'un problème - à résoudre - d'un proverbe d'une citation - d'un objet - d'une liste de choix établis - par l'étudiant ou d'un - questionnaire oral à - répondre
III. JEU DE RÔLE	**IV ACTIVITÉ DE RECONSTITUTION**
1. Situations de la vie courante 2. Situations particulières 3. Simulations	1. Reconstitution d'une histoire, d'un dessin
V. JEU DE SOCIÉTÉ	**VI ACTIVITÉ DE CRÉATION**
1. Énigmes, qui dit vrai, les 20 questions, etc.	1. Création d'un scénario 2. Exercices de créativité
VII. TECHNIQUES THÉATRALES	**VIII ACTIVITÉ ÉLÈVE-CLASSE**
1. Activité d'observation 2. Activité d'interprétation 3. Improvisation	1. Exposé, démonstration 2. Interview

* Les déclencheurs énumérés ci-dessous peuvent servir de point de départ pour la discussion traditionnelle et pour le débat.

I- *La discussion traditionnelle**

La discussion traditionnelle est un échange de points de vue entre les élèves sur un ou plusieurs thèmes voisins. Elle peut avoir comme point de départ différents déclencheurs (cf. tableau 1) à partir desquels elle s'orientera selon les intérêts des participants. De tous les types d'activités de conversation, la discussion traditionnelle est celle qui se rapproche le plus de la conversation au sens où on l'entend généralement.

II- *Le débat*

Le débat est une discussion sur un point litigieux organisée et dirigée entre deux groupes d'élèves (ou plus) aux opinions sinon opposées du moins divergentes. Un membre de la classe peut agir comme modérateur, deux autres présentent leurs arguments (l'un pour, l'autre contre), puis les autres élèves sont invités à entrer dans le débat. (D'après Alexander, 1973:5).

III- *Le jeu de rôle*

Le jeu de rôle est une activité au cours de laquelle les apprenants doivent prendre part soit

1. à des situations de la vie courante sans indication précise sur l'objet de l'activité;

2. à des situations particulières dans lesquelles ils auront à assumer des attitudes et des idées précises en vue de la solution d'un problème ou encore une prise de décision à partir de quelques données;

3. à des simulations dans lesquelles ils n'adoptent pas nécessairement un rôle précis mais où ils doivent résoudre un problème ou prendre une décision à partir d'une grande quantité de données.

IV- *L'activité de reconstitution*

L'activité de reconstitution est une activité au cours de laquelle les participants doivent se consulter soit pour reconstituer une histoire, un dessin, soit pour accomplir une tâche ou encore pour obtenir des renseignements manquants. Chaque élève possède un élément de réponse et c'est par la mise en commun des éléments qu'ils aboutissent à une solution.

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* L'essentiel de cette classification a été publié dans le *Bulletin AQEFLS*, (voir Coulombe 1983).

V- *Le jeu de société*

Le jeu de société est une activité ludique réglé par des règles déterminant généralement un gagnant. Sans être obligatoirement compétitif, il a comme caractéristiques principales d'être amusant et léger. Sont regroupés sous cette rubrique les jeux pratiqués en L1 qui sont facilement adaptables à la classe de conversation comme l'énigme, le jeu des 20 questions, qui dit vrai, et bien d'autres.

VI- *L'activité de création*

L'activité de création fait appel à la créativité des participants soit 1) dans la mise sur pied d'un scénario, d'une histoire (création d'un scénario) ou 2) dans des exercices ayant pour but d'encourager "l'invention et la production pour le plaisir de formes, de sens, de phrases, de discours ou de récits originaux..." (Caré, Debyser, 1978: 116).

VII- *Les techniques théâtrales*

Les techniques théâtrales sont des techniques utilisées pour former les acteurs au cours desquelles les participants doivent

1. observer avec grand soin le monde qui les entoure et les gens qui s'y trouvent (activité d'observation);

2. faire appel à leur imagination pour trouver la ou les significations possibles d'une scène, d'un bruit, d'un jeu de mime (activité d'interprétation);

3. faire des improvisations (activité d'improvisation).

VII- *L'activité "élève-classe"*

L'activité élève-classe est une activité au cours de laquelle un élève est mis à contribution

1. "pour partager avec le groupe ou la classe une expérience qui lui tient particulièrement à coeur." (Pérez, 1976:207). Il peut s'agir par exemple d'un exposé ou d'une démonstration d'une technique:

2. pour se faire interviewer par le reste du groupe.

ABBOTT, Elizabeth (1979) :

Communicative Exercises: A Problem And A Suggested Solution, *English Language Teaching Journal*, 33, 3, April, 202-205.

Describes the use of visual material where students work in pairs and have to substitute items of the dialogue from within a given framework. The author gives an example where Mr. A is looking for a dentist with Mr. B providing the required information. The teacher puts a list of substitutions on the blackboard from which students will work in order to create new dialogues without knowing their partner's role. Allowing students to invent details adds a communicative element to the exercise.

ABE, D., HENNER-STANCHINA, C., REGENT, O. (1978) :

Apprentissage de l'expression orale en autonomie. Implications de l'approche fonctionnelle, *Mélanges pédagogiques 1978*, C.R.A.P.E.L., 14 p.

Brochure explicative de matériel pédagogique produit au CRAPEL sous forme de modules qui portent sur la stratégie d'apprentissage de l'expression orale en autonomie.

Dans une situation de communication préalablement retenue, l'apprenant choisira d'apprendre les réalisations linguistiques d'un acte en tenant compte de ses besoins. Il procédera ainsi à la prise en charge de son propre apprentissage. Pour apprendre à communiquer, il devra apprendre à apprendre. Grosso modo, un module d'expression orale communicative comporte 1) un titre représentant une fonction de communication; 2) des possibilités de réalisation en L1 accompagnées d'un indice de registre; 3) des possibilités de réalisations en L2 aussi accompagnées d'un indice de registre; 4) une série d'exemples en situation. Une description détaillée du module, son mode d'utilisation ainsi qu'un exemple pratique sont fournis en annexe.

ABE, Danièle, CEMBALO, Michel (1983) :

E.A.O.: Expression orale avec ordinateur? *Mélanges pédagogiques 1983*, Nancy, CR.A.P.E.L., 3-28.

(Voir résumé: courants).

AGATSTEIN, Michael (1970) :

La révolte des jeunes or An Experiment in Relevancy, *The French Review*, 43, 4, March, 637-640.

In this article, it is suggested that classroom discussions deal with present day problems. To find the most relevant ones, the teacher should ask the students to prepare a list of topics which interest them the most. Then, he should look for reading material on the topics chosen and prepare a vocabulary list to go along with these topics. The teacher should hand out both the reading material and the vocabulary lists to the students before the conversation class. A "vocabulaire" is given in appendix.

ALBÉRÈS, R.-M. (1962) :

Un cours "supérieur" de conversation sur thème littéraire: D'André d'Hotel au mythe du Graal, *Le Français dans le monde*, 9, mai, 12-15.

Chaque élève est invité à communiquer ses impressions, à résumer et à commenter un roman contemporain. On lui demande de noter des constantes et de dégager des thèmes avant de chercher les affinités de l'oeuvre choisie avec une oeuvre du passé. Un exemple est donné.

ALEXANDER, L.G. (1974) :

How to Use A Text As The Basis For A Guided Conversation Lesson. Zielsprache Englisch, 1, January, 23-25.

Explains how to go about using a text as the basis for a guided conversation lesson. In order to effeciently use a text for conversation purposes in the language class the author suggests the following phases: 1) Presentation of the text (two presentation techniques are discussed: a) communication technique, b) listening-comprehension technique), 2) Asking questions about the text, 3) Having students ask questions about the text, 4) Oral reconstruction of the text (key words taken from the text are written on the blackboard), 5) Transfer exercises (consist in asking general questions to the students about themselves and leading students to discuss two or three topics suggested by the text. Texts should be short, engaging and lively providing a common point of reference for the varied interests, backgrounds and abilities of the class.

ALEXANDER, L.G., VINCENT, Monica C., CHAPMAN, John (1978) :

Talk It Over, Discussion Topics For Intermediate Students, New York, Longman, Inc., 69 p.

Consists of thirty lessons constructed in the following way: presentation of left-hand page (dialogues, picture stories, photographs, tables or maps); presentation of right-hand page (comprehension question, oral composition, what's your opinion, talk it over and conclusion). The objective of the book is to develop discussion skills by presenting a range of topics which are of universal interest and concern.

ALEXANDER, L.G. (1968) :

For And Against, London, Longman, 66 p.

ALLEN, Edward David, VALETTE, Rebecca M. (1977) :

Classroom Techniques: Foreign Languages and English as a Second Language, New York: Harcourt Brace Jovanovich, 418 p.

ALLISON, Desmond (1980) :

Communication Frontiers In The ELT Profession, *English Language Teaching Journal*, 34, 4, July, 263-265.

ALLISON, Desmond (1983) :

Using Split Stories, *Modern English Teacher*, 10, 3, February, 10-11.

ARNOLD, Donald (1978) :

The Guichard Family: A Framework For Teaching Conversation Skills, *Foreign Language Annals*, 11, 3, 275-279.

In this article Donald G. Arnold describes a technique known as "The Guichard Technique" which is suggested for the level II language class. Students refer to simple blackboard drawings creating people and situations which involve an imaginary French family. He gives examples of the technique, explains how to use it and discusses its advantages.

ARNOLD, Rosalind A. (1979) :

The Function Of Language Games In The Classroom, *English Language Teaching Journal*, 33, 3, April, 205-207.

Suggests that since language games can provide framework for correct usage of the language as well as leadings to very lively conversations, the use of these games should not be restricted to only the elementary stages, but also to the intermediate and advanced level. Two examples are given.

AUGE, Hélène, BOROT, Marie-France, VIELMAR, Michèle (1981) :

Jeux pour parler, jeux pour créer, (dynamique du groupe et prise de parole), Paris, Clé International, 96 p.

Recueil de 41 jeux classés en deux parties. La première, *Se mouvoir et s'émouvoir,* vise la découverte de l'environnement des autres et de soi. Les activités amènent les participants à s'exprimer par le langage du corps et le langage parlé. La deuxième partie, *Vers la prise de la parole,* "prend en compte les fonctions de l'acquisition du langage mises en évidence par les linguistes et les psychologues. Les activités visent à développer la perception, la compréhension et la production. Pour chaque jeu, on trouve le titre et le "numéro" du jeu, le niveau de langue nécessaire, la durée du jeu, le nombre de participants suggérés, le moment favorable pour proposer le jeu.

BADDOCK, Barry (1979) :

Vocabulary Development Through Describing Pictures, *Modern English Teacher,* January, 6, 5, 9-10.

BADDOCK, B.J. (1981) :

Creative Language Use in Communication Activities, *English Language Teaching Journal*, 35, 3, April, 230-231.

Discusses the use of communication activities as ways of creating contexts for real uses of a language. The article also mentions that one has to set up situations focusing on the learner's freedom of imaginative response rather than using only games. Examples of suitable activities are given: students listen to segments of orchestral music and have to express their feelings; the use of photographs to incite the learners to speak about a specific person's background. These activities should not be competitive or contain a "correct" solution.

BANKS, Davie (1980) :

Small Ads As Teaching Aids, *Modern English Teacher*, 7, 3, February, 8.

BATE, Michèle (1974) :

Techniques d'enseignement du français oral, *Le Français dans le monde*, 107, septembre, 36-42.

Après avoir rejeté la conversation traditionnelle, l'exposé et le commentaire à partir d'une base écrite, l'auteur propose, comme moyen de susciter l'intérêt des élèves, une gamme d'exercices plus originaux. Elle les regroupe autour de trois orientations pédagogiques: 1) la compréhension orale et écrite (7 types d'exercices) 2) l'expression spontanée orale (17 types d'exercices) 3) la manipulation de registres de la langue orale (5 types d'exercices). Description et exemples de chaque exercice.

BEINSTEIN, Judith et al (1962) :

Conversational Telugu. Peace Corps, Washington, D.C., 351 p.

B.E.L.C. (1971) :

Les microconversations, *Le Français dans le monde*, 78, janvier-février, 29-34.

Dossier élaboré à partir des travaux de M. Calamand, J.C. Calvet, F. Réquédat, D. Rouvière, C. Rojas, M. Troutot. La microconversation peut se définir comme un exercice structural dans lequel l'échange des répliques entre les deux intervenants reflète l'enchaînement naturel des idées dans un contexte donné. Elle peut servir à la révision et au réemploi des structures. Caractéristiques et mode d'utilisation. De nombreux exemples sont apportés.

BELSEY, Valerie R. (1981) :

"Two Question-Tag Games", *English Language Teaching Journal*, 35, 4, July, 386-387.

A list of the principal verb-structures known is written on the blackboard. Game 1: The class is divided into two teams. One student from team A makes an affirmative sentence about a wall piture. He points to a student in team B who has to respond with the correct question tag. In case of an incorrect question tag, B looses a point and A makes another statement. If B's answer is correct, he makes a statement in the negative form and points to a student in team A, etc. Game 2: A student is chosen and may not use"yes" or "No" in his answer. All the students ask him quick-fire questions using question-tags (on what he particularly dislikes).

BENAMOU, Michel, CARDUNER, Jean (1963) :

Le moulin à paroles. Méthode avancée de conversation et de composition, Boston, Ginn and Co., 315 p.

Les auteurs proposent un choix de textes suivis de questions, de situations, et de sujets de conversation et de composition ("débats"). L'ouvrage comporte également des explications grammaticales, des exercices structuraux et des notes de phonétique.

2e édition: (1971) *Le moulin à paroles, conversation et composition au niveau avancé. Nouvelle édition entièrement revue et transformée*, avec la collaboration de Sylvie Garduner, 40 dessins originaux de Justin Grégoire, New York, London, Sydney, Toronto, John Willey & Sons, Inc., 352 p.

BERARD-LAVENNE, Evelyne (1980) :

"A comme ... Avec un annuaire", *Le Français dans le monde*, 156, 45-46.

Utilisation de l'annuaire téléphonique comme point de départ d'activités diverses dont le repérage de l'organisation de l'annuaire, la recherche de renseignements et la simulation. Les buts sont multiples: exploiter des structures linguistiques données (ex.: expression de la consigne) savoir se servir d'un annuaire, savoir téléphoner.

BERLAN, Françoise (1974) :

Préparation à la communication: quelques exercices oraux, *Etudes de linguistique appliquée*, 14, 68-71.

Présentation d'une expérience "informelle" au cours de laquelle des exercices oraux ont été proposés aux étudiants pour les amener à vaincre leurs inhibitions au moment de prendre la parole en public. Bien que cet enseignement s'insère dans le cadre des "Techniques d'expression" à l'intention du locuteur natif, certains de ses aspects constituent un apport à la classe de conversation en L2.

BETTERIDGE, David (1982) :

Using Magazine Pictures, *Modern English Teacher*, 9, 4, April-May, 7-11.

BIRCKBICHLER, Diane W, OMMAGIO, Alice C. (1978) :

Diagnosing And Responding To Individual Learner Needs, Cal. Eric/CLL Series On Language and Linguistics, 60, November, 12 p.

(Voir résumé: Intervenants).

BIRD, Alan (1979) :

The Use Of Drama In Language Teaching, *English Language Teaching Journal*, 33, 4, July, 290-296.

The purpose of this article is to advocate the value of drama by suggesting varied exercises which have been successful and enjoyable by students and teachers. The exercises suggested are: mine- playet, alphabet-activities, starter-cards, simple dramatisation, printed text and "real drama". Comments and examples are given. The author finally encourages the use of "drama" because of the spontaneity of speech, response and reaction in the use of lively and effective communication.

BLACK, Colin, BUTZKAMM, Wolfgang (1978) :

Classroom Language: Materials For Communicative Language Teaching, *English Language Teaching Journal*, 32, 4, July, 270-274.

The authors have developed, with a class of eleven-year olds beginning English at a German High School, practice dialogues originating in classroom situations. Their own situation in the classroom was the subjects of the materials. The authors propose two dimensions of classroom language: 1)notional: composed of a range of communicative acts and potential communicative needs or wishes; 2)situational: lists of typical areas in contexts where important communicative needs are likely to arise in the classroom situation. Short dialogues were constructed around the situations concerned. A selection of classroom dialogues is given. Each dialogue is preceded by a short excerpt from the lesson transcript that contained the actual situation in which the dialogue originated. The purpose of this is that the events and interactions inside the classroom actively engage the thoughts and feelings of teacher and pupils in their daily contact. After each lesson, short notes should be made and from these, the teacher can develop or collect material for classroom language.

BLACK, Colin (1970):

A Handbook Of Free Conversation, London, Oxford University Press, 41 p.

After briefly explaining some factors that may contribute to a successful discussion class (serious and adequate subjects, adequate preparation, seating arrangement, avoiding group silence, the teacher's own opinion, patience, humour and correcting mistakes), it is said that the most important one is the teacher's own preparation. The book is divided in 17 chapters each of which presents a different topic such as old people, freedom, etc. Each chapter consists of a preliminary question, a word list and discussion questions.

BLANC, Jacques, LEDERLIN, Pierre (1977) :

Un enseignement du français par dossiers, (Présentation d'un enseignement expérimental dans les lycées norvégiens), *Le Français dans le monde*, 130, juillet, 18-23.

Elaboration de dossiers dans lesquels on regroupe (sous un thème unique) différentes activités pédagogiques soutenues par du matériel original dont le choix est dicté par l'intérêt et la motivation des étudiants. Diverses techniques sont proposées: expression libre (bande dessinée), compréhension et expression orale (interview authentique) et lecture (textes de lecture). Exemple d'un dossier. On souligne la souplesse de ce procédé.

BLOT, Bernard, BOULOT, Serge, CLEVY, Jean (1978) :

Exercices langagiers sur des images, *Le Français dans le monde*, 137, mai-juin, 21-27.

Exercices élaborés initialement à l'intention d'un public d'enfants étrangers scolarisés dans le "système éducatif français" dont l'utilisation dans le cadre de la classe de conversation peut constituer un exercice intéressant. L'image sert de point de départ à l'exercice proposé. Le déroulement de l'exploitation s'effectue en quatre étapes: 1) début en réunion plénière; 2) essai de classement des informations issues de ce débat; 3) tableau des homologies; 4) extensions possibles.

BOLITHO, Rod (1982) :

Marrakesh Marketplace, *Modern English Teacher*, 9, 4, April-May, 26-27.

BONIN, Thérèse M., BIRCKBICHLER, Diane W. (1975) :

Real Communication Through Interview And Conversation Cards, *Modern Language Journal*, 59, 1, January-February, 22-25.

Describes the system of "interview cards and conversation cards" used to further true ability to communicate in a foreign language. "Conversation cards" are used in conjunction with materials presented in the textbook (either vocabulary or grammatical structures) whereas "interview cards" focus on the person interviewed and on his interests. Cards containing five to ten questions each are distributed to groups of three students who take turns answering and asking questions. The teacher moves from group to group to provide linguistic help. Both conversation and interview cards can be used at any level.

BOSWELL, Alan (1975) :

Visual Aids In The French Classroom, *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 29, 4, 42-44.

BOUCHER, Anne-Marie, LADOUCEUR, Michel (1983) :

Communication + 1, Montréal, Centre éducatif et culturel, 126 p.

Matériel destiné aux classes de français, langue seconde du cours secondaire. Il comporte un cahier d'activités de communication, un cahier d'accompagnement et une cassette. Les activités proposées aident à atteindre les objectifs formulés dans le nouveau programme de français L2 du Ministère de l'éducation du Québec (octobre 1982). Bien que des objectifs de communication orale et écrite soient poursuivis parallèlement, ce manuel présente toutefois un intérêt dans le cadre de cette bibliographie en raison de la partie consacrée à l'oral. Matériel réalisé selon de nouvelles perspectives en didactique des langues où l'on propose notamment le recours au document authentique oral.

BOUCHER, Anne-Marie, LADOUCEUR, Michel (1983) :

Communication + 1, guide d'accompagnement, Montréal, Centre éducatif et culturel, 109 p.

Guide d'accompagnement de *Communication + 1* comportant les objectifs de chaque activité, un corrigé et des suggestions pédagogiques.

BOULANGER, C. (1972) :

Préparation à l'autonomie en expression orale, *Mélanges pédagogiques 1972*, C.R.A.P.E.L., 1-19.

BOYD, J.A. (1976) :

Value, Function And Methods Of Conversation Classes, *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 33, 1, October/octobre, 69-72.

(Voir résumé: intervenants).

BOYER, Régis (1964) :

Notes pratiques pour un club de conversation, *Le Français dans le monde*, 25, juin, 31-32.

Description de sept genres d'activités mises de l'avant dans le cadre d'un club de conversation en langue seconde: 1) mises en situation de scènes de la vie courante 2) discussion sur des sujets d'actualité 3) discussion sur un thème donné 4) présentation d'articles de revues ou de journaux 5) jeux éducatifs 6) disques, films et affiches 7) discussion sur un livre.

BOYER, Régis (1969) :

Notes pratiques pour un club de conversation, in Burney, P. et Damoiseau, R., *La Classe de conversation*, Paris, Librairie Hachette/Larousse, 144-149, paru dans *Le Français dans le monde*, 25.

Relate deux expériences de club de conversation en Pologne, et en Islande, comportant sept genres d'activités. 1) initiation à la vie courante en France; 2) présentation de sujets d'actualité; 3) exercice à partir d'un article de journal; 4) discussion générale sur un thème donné; 5) jeux de société éducatifs; 6) audition de disques, collections de cartes postales ou autre; 7) discussion sur un livre.

BOYLAN, Patricia C., OMAGGIO, Alice C. (1976) :

Strategies For Person-Centered Language Learning, Detroit, American Foreign Language Teacher Publications, 38 p.

This collection of more than 30 activities is designed to offer practical ways to make the second language classroom a more human place to be by modifying the teacher and student roles that are typically assumed. For example, after having done some manipulattive language practice, the student's role "can expand beyond that of a manipulator of language forms to that of a communicator of personal information, real feelings, ideas, judgments, and facts about himself". The message then becomes most important when the student is in the role of a communicator. As for the teacher, he becomes a *facilitator of learning*. Sample learning activities are suggested for enlivening phases of the lesson plan: dialogs, grammar, vocabulary, narratives and culture. Activities include roleplays, interviews, games and a wide variety of conversational stimuli. They provide suggestions for creating " a communicative environment where each person can assume a more active role".

BRADLEY, John (1981) :

Pictures For Groupwork, *Modern English Teacher*, 8, 3, February, 29-30.

BRANN, Sylvia J. (1975) :

Source Activities For Foreign Language Conversation Classes, *Hispania*, 58, 4, 902-905.

Describes 16 techniques for use in teaching conversation courses: hypothetical situations, group discussions, oral comprehension, short plays or skits, collective story, specified character dialogues, interviews, speeches, panel discussions, organizational meeting, recorded songs, slides, cartoon captions, password, card techniques and other games.

BRATT PAULSTON, Christina, BRUNETTI, Barry, BRILTON, Dale, HOOVER, John (1975) :

Developing Communicative Competence: Roleplays In English As A Second Language, Pittsburg, The University Center for International Studies, University of Pittsburg, 58 p.

A set of 34 roleplays designed to help language students develop communicative competence in English. A description of the situation, role assignments and a list of useful expressions are given for each roleplay. The table of contents is organized according to speech acts such as obtaining information, persuading, etc. The roleplays have been arranged so that the later roleplays demand a higher level of proficiency than the earlier ones.

BRIMS, Jim (1979) :

Teaching English With Questionnaires, *Modern English Teacher*, 7, 1, September, 11.

BRIMS, Jim (1979) :

Lifelines, *Modern English Teacher*, 7, 2, November, 25.

BRON, Gilbert (1964) :

Est-ce la mer à boire?, *Le Français dans le monde* 22, 9-13.

BROWN, Gary J. (1977) :

Integrating Films And Readings In The Intermediate Spanish Curriculum, *Hispania*, 60, 3, September, 505-507.

Describes the use of both texts and films in a Spanish class. The text and the film were related: the reading of Salvador Dali's "El surrealismo soy yo" followed by the watching of Dali and Bunuel's "Un chien andalou" gave the students contrasting viewpoints for discussion. The readings and the films also presented an opportunity to deal with grammar and vocabulary. In the fourth semester level, they also offered the opportunity for the formal practice of composition. In this experimentation, materials were used either in English or Spanish, but at the third of fourth semester level, material was only Spanish in order to reinforce and complement the linguistic goals. In the first levels, not using Spanish was compensated for by the success in motivating student interest.

BRUTON, Anthony, SAMUDA, Virginia (1980) :

Going, Going, *Modern English Teacher*, 7, 2, November, 26.

BRYANT, Ronald M. (1975) :

Conversation Techniques And Their Evaluation, In Crane, Joanna B. (ed.), *Dimension: Language* '75. Proceedings of the Southern Conference on Language Teaching (11th), New Orleans, Louisiana, 104-107.

(Voir résumé: aspect général).

BUCKBY, Michael (1980) :

Twenty Ways To Use Flashcards Part 4, *Modern English Teacher*, 7, 4, April, 21.

BURNEY, Pierre (1961) :

Une méthode de conversation, *Le Français dans le monde*, 1, mai, 40-43.

(Voir résumé: aspect général).

BURNEY, Pierre, DAMOISEAU, Robert (1969) :

La Classe de conversation, Paris, Hachette/Larousse, collection Le Français dans le monde, 152 p.

(Voir résumé: aspect général).

BURNEY, Pierre (1961) :

Programme d'un cours de conversation, *Le Français dans le monde*, 2, juin-juillet, 33-35.

Programme proposé pour une classe qui n'a jamais "sérieusement pratiqué la conversation suivie": conversation tournante, commentaire d'images, élève-profeseur, présentation de livres, chronique "Voici les nouvelles!". Liste de sujets de conversation regroupés par thème.

BURNEY, Pierre (1967) :

Encore de la conversation, *Le Français dans le monde*, 47 mars, 27-29.

Liste de sujets de conversation regroupés sous différents thèmes et cotés de un à trois astérisques selon le degré de succès obtenu auprès des élèves.

BURNEY, Pierre (1967) :

Toujours de la conversation II, *Le Français dans le monde*, 49, juin, 42-45.

L'auteur nous présente dans cet article la suite et la fin de la liste de sujets de conversation amorcée dans le numéro 47 de la présente revue. Cette liste comporte des sujets regroupés sous divers thèmes et cotés de un à trois astérisques selon le succès obtenu auprès des élèves.

BUSCAGLIA, Michael, POLLY, Lyle R. (1981) :

Communicative Competence And Ancillary Conversation Courses In French, *Foreign Language Annals*, 14, 1, February, 47-50.

Description of a curricular program aimed at carrying more oral practice of the language studied in real communicative situations. The program contains: 1) individual presentations in which each student prepares an oral composition to tell the class; 2) situations in which two students act out scenes from everyday life; 3) skits which the entire class performs. FRN 100 is devoted to the study of dialogs, the drilling of grammar points of the lesson, the dramatisation of dialogs, and to having a "conversation impromptue". In FRN 100, the test is based on dictations, listening comprehension quizzes and oral questions. In FRN 200, the student's mark is based on vocabulary, listening comprehension and an oral presentation followed by questions from the instructor.

BUTLER, Harry L. (1978) :

The Strange Case Of French 31: A Glimmer Of Hope?, *The French Review*, 52, 1, October, 19-28.

A French diction and oral communication course consisting of twelve formal oral presentations (as the "exposé", the "biographie" and the "comparaison") on which the author comments. The class meets three hours a week: a one-hour lecture on techniques of oral composition and communication; two hours are devoted to students' presentations. The teacher and the student who will have to perform during the week meet before the day of the performance. Evaluation is done by both students and teacher. A sample of the "feuille d'évaluation".

BYRNE, Donn (1977) :

Jigsaw Puzzles In Language Teaching, *Modern English Teacher*, 5, 2, 16-17.

BYRNE, Donn (1977) :

Cuecards For Interaction, *Modern English Teacher*, 5, 3, 13.

BYRNE, Donn (1979) :

Using Interaction Material. Part 2, *Modern English Teacher*, 7, 2, Novembre 20-21.

BYRNE, Donn (1979) :

Maps As A Language Teaching Aid, *Modern English Teacher*, 6, 5, 12-14.

BYRNE, Donn (1982) :

Sixteen Picture Cards - And Some Of Their Uses, *Modern English Teacher*, 10, 1, September, 27-31

BYRNE, D., WRIGHT, A. (1978) :

Say What You Think. Longman, 80 p.

CAMPBELL, Colin (1981) :

Communication Game, *Modern English Teacher*, 8, 4, April, 9-13.

CAPELLE, Guy, GRELLET, Françoise (1982) :

C'est facile à dire! Receuil d'exercises de grammaire et d'actes de parole, Paris, Hatier, 192 p.

CAPOTE, Maria (1981) :

A Conversation Course Through Cross-Cultural Conflicts, *Hispania*, 64, 2, May, 264-266.

Describes a conversation course in Spanish based on two books which give two critical views of the American life-style from a Spaniard's stand point. The class was composed of 23 people who met twice a week for 80 minutes, a long period of time being desirable since it takes a while for students to feel at ease. The students discussed the familiar topics on lifestyle along with studying Spanish idioms. Testing was the weak point. Each student was assigned a topic he had to master in order to maintain a short conversation with the instructor. Additionnaly an exam based on idioms used in the lessons was administered.

CAPRIO, Anthony S. (1979) :

The Foreign Language Composition And Conversation Courses: A New Slant, *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 35, 4 May/mai, 617-620.

Describes one of the author's thematic units called "societal conditioning and social awareness" whose aims are to personalize the learning experience and to develop language abilities. First, students are asked to write a short diary. Questioning in class about their daily routine will then lead into an awareness of certain sociological phenomena. Related discussions will inevitably get started. Then situations can be assigned to groups of students; a conversation between Father and Son or between Mother and Daughter on particular subjects. Afterwards, the same dialogues can be done with the roles reversed (Mother and Daughter saying what Father and Son have said and vice versa). This activity will permit students to experience the effects of family, social and cultural conditioning while developing language skills.

CAPUT, Jean-Pol (1974) :

Pédagogie de l'expression et bande dessinée: quelques suggestions, *Etudes de linguistique appliquée*, 13, janvier-mars, 81-90.

Aprés avoir traité de la bande dessinée comme fait culturel, de sa spécificité et de ses aspects linguistiques, l'auteur propose des types d'exercices d'expression possible et notamment des exercices d'expression orale. Description d'exercices tels que raconter l'histoire, jouer l'histoire, mettre les images en ordre, analyser les images, écrire un scénario, faire un compte rendu critique, découper le scénario selon les images.

CARADIA, Chris (1980) :

The Family Tree, *Modern English Teacher*, 7, 4, April, 8-9.

CARELMAN, Jacques (1969) :

Catalogue d'objets introuvables, Paris, le livre de poche, 128 p.

Chaque objet introuvable ("parapluie-douche", "Peigne à sourcils") est représenté par un dessin accompagné d'une légende. Ces images insolites, qui comportent une certaine forme d'humour, peuvent à l'occasion constituer un outil utile à la classe de conversation en langue seconde ou étrangère.

CARELMAN, Jacques (1976) :

Catalogue d'objets introuvables 2, Paris, Le livre de poche, 126 p.

Chaque objet introuvable ("arrosoir à neige", "casserole à robinet", etc.) est représenté par un dessin accompagné d'une légende. Ces images insolites, qui comportent une certaine forme d'humour, peuvent à l'occasion constituer un outil utile à la classe de conversation en langue seconde ou étrangère.

CARE, Jean-Marc, DEBYSER, Francis (1978) :
Jeu, language et créativité. Les jeux dans la classe de français, Paris, Librairies Hachette/Larousse, Collection Le Français dans le monde/B.E.L.C., 170 p.

Recueil de jeux à l'intention de la classe de français élaboré par un groupe de recherche selon des hypothèses de "rapports entre jeu, langage et créativité". Comporte un examen des études générales sur le rapport entre jeu et langage et des observations sur la valeur pédagogique et didactique du jeu.
Les jeux présentés peuvent être regroupés sous trois grands thèmes: 1) jouer à quelque chose (la pétanque, les charades) 2) jouer à être quelqu'un: la dramatisation, le mimodrame (le jeu des consignes), les études de cas (le conseil municipal), les jeux de rôles (la valise perdue) 3) jouer à faire éclater le langage ou jeux de créativité (les mots-valise, le tarot des mille et un contes). Les objectifs liguistiques, les actes de parole mis en cause, les différentes variantes du jeu ainsi que le niveau du public auquel il s'adresse sont souvent précisés. Plus qu'un "recueil de jeux", le présent ouvrage traite des définitions et des composantes de la créativité, de l'apport du graphisme à l'éclosion langagière. On y explique les termes dramatisation, études de cas, jeux de rôles, psychodrame, mimodrame, simulation. "Ce que l'on dit quand on joue" fait l'objet d'un chapitre particulier. Un index des différents jeux facilite la consultation du livre.

CARE, Jean-Marc (1980) :

Iles, Paris, B.E.L.C. (Bureau pour l'enseignement de la langue et de la civilisation française à l'étranger), 116 p.

Simulation d'un tentative de "reconstruction du monde". Le travail peut se faire avec un ou plusieurs groupes. On invite les étudiants à animer le décor qu'ils inventent et à s'identifier aux personnages de la fiction. A l'intérieur d'un groupe, certains exercices sont effectués collectivement, d'autres sont confiés à des sous-groupes et quelques-uns sont faits de façon individuelle.

Il est nécessaire de disposer d'un local permanent pour afficher la carte de l'île, d'un espace libre pour réalisations théâtrales, d'une appareil-photo et de matériel de papeterie. L'exploitation comprend plusieurs étapes: 1) Naufrage, arrivée sur l'île, 2) Cartographie, 3)Faune et flore, 4)Installation. Pour les débutants, il faut prévoir des adaptations ponctuelles, comme imaginer un jeu de pistes en relation avec l'étape 2. Par la suite, l'île peut être "meublée" progressivement à raison de séances courtes en rapport avec un programme ou une méthode. Le travail peut ainsi s'étaler sur une année scolaire.

CARMICHAEL, John (1981) :

Making Your Own Communication Games, *Modern English Teacher*, 8, 4, 6-9.

CARTER, Ralph M. et al. (1977) :

Secondary Spanish: Guidelines For Levels 1, 2, 3., Austin, Texas Education Agency, Div. of Curriculum Development, December, Eric Documents, 45 p.

CARTON, Dana (1977) :

Introducing a Real-Life Situation Into The Foreign Language Classroom, *Modern Language Journal*, 61, 1-2, 13-16.

Describes a game on the real-life situation of sendings and receiving mail. The game is introduced by a presentation of vocabulary. Then, examples of postcards are given on the blackboard while each student receives three index cards. In the next lesson each student has to send one card to the person on his left, one to the person on his right and one to a person of his choice. Thirty minutes should be allowed for the actual writing of the postcards. Then, set up the post office: desks for "tarifs postaux - timbres - boîte aux lettres". Have postal worker cards reading: employé(e) des postes - facteur, etc. Since the postal workers will be working, they should ask classmates to mail their cards. Distribute play money. The customers line up in front of the desks and the game takes place. As soon as students have mailed their postcards, they may start picking up their mail. The post office lesson itself takes approximately two hours, and is best used during long class periods.

CARTON, Dana (1979) :

A Lively Concluding Lesson For The Adult Education Foreign Language Course, *Modern Language Journal*, 63, 1-12, January-February, 13-16.

Carton introduces her "review activity". She explains in detail the process of this activity which is designed to help adult students review topics seen throughout the entire course. The activity is called "Going out". She gives "going out" vocabulary and each student is assigned a partner. They will go to the theater, buy tickets, etc. Each group prepares a skit that will be played in front of the other groups. These skits review themes from the course. The ticket seller becomes the master of ceremonies. Carton created this activity for busy adult students who don't have time to review out of class.

CARTON, Dana (1981) :

Situational Learning Modules For The Adult Education Foreign Language Course, *The Modern Language Journal*, 65, 4, 383-386.

Describes lesson formats which are units in themselves such as a restaurant unit, a shopping lesson, a postal session, and a "going out" class. The possibilities of creating additional lessons are unlimited. First, the vocabulary and structures should be strictly limited in terms of quantity, range and complexity. Second, the learning modules should always be self-contained. Third, each unit should contain numerous sentences of a truly multi-functional nature. Fourth, all phrases to be included should be practical and current. Fifth, all vocabulary should be presented in a form that students can utilize immediately. Sixth, a variety of phrasings immediately applicable by students should be offered. Seventh, the formats should be categorized so they are readily accessible to students. An in-class activity relevant to each theme is a major component of these modules in which role-playing will regularly take place.

CARTON, Francis-Marie (1983) :

Pour une didactique des stratégies conversationnelles, *Mélanges pédagogiques 1983*, Nancy, C.R.A.P.E.L., 53-102.

(Voir résumé: courants).

CASE, Doug (1977) :

Using The Real Thing, *Modern English Teacher*, 5, 2, 6-8.

CAYOL, Jean (1965) :

La famille française, *Le Français dans le monde*, 37, décembre, 7-64.

CHURCH, Stephen (1980) :

The Questionnaire As A Language Learning Vehicle, *Modern English Teacher*, 7, 3, February, 11-12.

CICUREL, Francine (1981) :

A comme... Apprécier ou ne pas apprécier, *Le Français dans le monde*, 162, juillet, 41-42.

Explication d'une activité dont l'objectif est de "susciter les actes de parole: décrire une personne, lui attribuer des qualités, la juger positivement ou négativement". Trois démarches sont suggérées: 1) description de l'"être idéal" à partir d'une page d'annonces matrimoniales 2) étude de la représentation mentale que le groupe-classe se fait des Français 3) établissement du "portrait-robot" de l'archétype du Français. Le travail se fait individuellement et en petits groupes.

COATES, Thomas J., REGDON, Patricia M. (1974) :

Thrice: A technique For Improving The American English Language Delivery of Non-Native Speakers, *TESOL Quarterly*, 8, 4, December, 363-373.

An attempt to design a fast and efficient remedial course designed to meet the needs of the "Mixed-language speaker" (whose English is fluent but heavily accented). The technique is based on isolating the message-carrying sounds and structures of English, identifying them to the student, giving him sufficient practice in recognizing and reproducing them in order that he recognize his own errors and be able to correct them independently. Specific class activities are listed.

COE, Norman (1979) :

Off To A Good Start, *Modern English Teacher*, 7, 1, 9-10.

COHEN, Eric (1982) :

Puzzles For The English Classroom, *Modern English Teacher*, 9, 4, April-May, 26.

COIANIZ, Alain (1981) :

Problématique des techniques d'expression, *Travaux 5 et 6 de didactique du français langue étrangère*, C.F.P. Université Paul Valéry, Montpellier III, 47-76.

Réflexion établie dans le cadre de la pragmatique sur les "techniques d'expression" orales et écrites. Certains éléments de ce texte constituent un apport à l'organisation de la classe de conversation de niveau avancé.

COMEAU, Marthe, TARDIF, Cécile (1982) :

Guide pédagogique/Secondaire/Français langue seconde/Premier cycle, Québec, Gouvernement du Québec, Ministère de l'Education, Direction des programmes, Services du secondaire, 41 p.

(Voir résumé: aspect général).

COMMISSION DE LA FONCTION PUBLIQUE DU CANADA (1977) :

D.C. 2 Bloc 4, Ottawa, Approvisionnements et Services Canada. Comprend le cahier d'introduction, le cahier de l'animateur, le cahier du participant et le test diagnostique no 675.

Regroupe une série d'activités de communication verbale (clarification de valeurs, consensus, créativité, étude de cas, jeu de rôles, perception, solution de problèmes) réunies sous deux sections: discours et expression. La section discours regroupe les activités centrées sur l'utilisation d'un contenu linguistique déterminé. La section expression regroupe les activités centrées sur l'utilisation de l'ensemble des connaissances. A ces deux sections s'ajoute une troisième appelée détente composée d'activités de délassement visant à réduire les tensions.

Un processus de contrats permet aux étudiants de structurer leur programme d'apprentissage selon leurs besoins; les étudiants peuvent alors puiser dans la banque des activités proposées celles qui conviennent le mieux.

CONCORDIA COLL., Moorhead, Minn. (1974) :

Lac du bois (Lake Of The Woods): level III, Concordia Coll., Moorhead, Minn., 21 p.

This textbook for third level French was designed for classroom conversation at a summer language camp.

Several stories, conversations and songs about popular subjects are selected. Each topic begins with a proverb followed by comments that help to develop the conversation or vary the presentation.

CONTASSOT, Yves (1978) :

Activités langagières à l'Ecole des hautes études pédagogiques de Copenhague, *Le Français dans le monde*, 139, 29-31.

Présentation d'exemples d'activités de langage qui ont été expérimentées (avec les enseignants de français du 1^{er} cycle) dans le cadre du perfectionnement pédagogique extensif de l'Ecole d'Emdrupborg (Copenhague). Ces exercices ayant pour but de faciliter l'expression orale constituent des suggestions d'activités de classe de conversation. L'auteur explique le déroulement possible d'exercices générateurs de langage: 1) imaginer plusieurs scénarios possibles et bâtir une intrigue à partir de données schématiques 2) vendre des objets du catalogue d'objets introuvables (fer à repasser à roulettes), rocking-chair latéral, etc.; 3) étude de cas.

CORBETT, Jim (1976) :

Dialogues and interests, *Les langues modernes*, 70, 1, 73-75.

A method based on dialogues which are suited to a situational approach instead of a linguistic approach. The dialogues are relevant to the students' interests. Students are presented with a number of situational variants of a "survival situation" which is different each week. They listen and learn a taped dialogue, memorise it, and practice it in small groups. Then, they make up their own dialogues. Examples such as "Encounter in an American Bar" are provided.

CORSETTI, Susan Catherine (1979) :

The Teaching And Performance Of Speech Acts In The Language Classroom, Ph. D. dissertation, Georgetown University, 173 p.

Since structural practices do not produce language learners who are able to communicate, it is proposed that exercises in phonological or syntactic drills be increased by instruction in language use. Five speech acts were chosen (advising, warning, apologizing, threatening and promising) to be taught in conversation classes. The study proposed that : a) all speech acts need to be taught b) certain acts will be easier to acquire depending on the syntactic criteria which may limit or define a speech act c) acts tend to be accomplished with one grammatical form more than another d) acts will tend to be more direct initially in the learning process and e) highly conventionalized forms will occur more frequently. It was found that a) advising was the act elicited most often b) most acts are syntactically expressed using the declarative form c) the more direct forms are less frequently used than the less direct forms d) highly conventionalized acts will not occur with greater frequency than less conventionalized ones and e) no noticeable politeness features were elicited. Results show that the experimental groups are found to be superior to the control group which had no prior training in language use.

COULOMBE, Raymonde et équipe de conversation (1984) :

Actes de parole: réalisations linguistiques et activités de renforcement (Version provisoire), Québec, Centre d'enseignement des langues vivantes, Université Laval.

Propose une trentaine de fonctions langagières et leurs réalisations linguistiques ainsi que des activités de renforcement qui constituent une partie du programme des niveaux Supérieur I et Supérieur II des cours d'expression orale des cours d'été de français aux non-francophones de l'Université Laval. Propose également une méthodologie et traite de la correction et de l'évaluation.

COULOMBE, Raymonde et équipe de conversation (1984) :

Les thèmes de conversation (Version provisoire), Québec, Centre d'enseignement des langues vivantes, Université Laval.

Propose une trentaine de thèmes de conversation sous chacun desquels on retrouve un/des textes de départ, des suggestions de mises en situation et de discussion qui constituent une partie du programme du cours de conversation du niveau intermédiaire III des cours d'été de français aux non-francophones de l'Université Laval. Propose également une méthodologie en 5 points et traite de la correction et de l'évaluation.

COULOMBE, Raymonde (1982) :

Expérimentation d'activités de conversation à un niveau avancé pour un public adulte, thèse de maîtrise, Québec, Université Laval, 104 p.

Après avoir défini "conversation" et "activité de conversation" et passé en revue les ouvrages qui en traitent, l'auteur dresse un tableau des différents types d'activités de conversation rencontrées: la discussion traditionnelle, le débat, le jeu de société, le jeu de rôle, les techniques théâtrales, l'activité de création, l'activité de reconstitution et l'activité élève-classe. Cinq activités représentant cinq des huit types d'activités précitées sont ensuite soumises à une vérification expérimentale auprès d'un groupe d'élèves de niveau avancé. L'étude vise à identifier les activités de conversation les plus rentables linguistiquement et les plus appréciées du public de même qu'à découvrir s'il y a corrélation entre la rentabilité linguistique d'une activité et la satisfaction des élèves. La mesure de la rentabilité linguistique se fait selon trois critères: les remaniements (auto-corrections ou corrections effectuées entre les élèves), la richesse lexicale et la richesse syntaxique.

COULOMBE, Raymonde (1982-1983) :

Les thèmes de conversation, *Bulletin AQEFLS*, Montréal, 4, 2, 34-52.

L'auteur propose une technique - les thèmes de conversation - applicable autant à l'apprenant "faux débutant" qu'à l'apprenant de niveau "avancé". Cette technique peut aider à remédier aux difficultés que soulèvent, dans la classe de conversation en L2, les connaissances limitées des apprenants sur le plan lexical, les sujets de conversation trop vastes ou peu communs, l'inégalité des savoirs des apprenants.

Cette technique de conversation regroupe sous un thème général (ex.: les voyages) les sujets de conversation et les tâches à accomplir dont la probabilité d'occurrence demeure élevée pour l'apprenant de L2. Elle se déroule comme suit: 1) les élèves guidés par le professeur procèdent au choix des thèmes, 2) le professeur prépare un texte dans lequel on retrouve le lexique qui se rattache au thème et soumet quelques suggestions de mises en situation, 3) après la première séance au cours de laquelle le vocabulaire relié au thème a été relevé par une technique de brainstorming, le professeur remet le texte préparé aux élèves; ces derniers devront chercher et apprendre la signification des mots soulignés, 4) à la deuxième séance, les élèves doivent utiliser le nouveau lexique dans des mises en situation préparées par le professeur, 5) à la troisième séance, les élèves discutent librement du thème de la semaine. Deux exemples et une illustration dans une classe de débutants.

CRANSHAW, Bernard (1972) :

Let's Play Games In French: A Collection Of Games, Skits And Teacher Aids, Skokie (Ill.), National Textbook Co.

CRIPWELL, Kenneth (1979) :

The Passport Game, *Modern English Teacher*, 7, 1, September, 13-14.

CROOKALL, David (1980) :

Variations On The Theme Of Alibi, *Modern English Teacher*, 7, 1, 12-13.

CROUSE, Gale, WOLL, Bruce A. (1980) :

Using Videotape To Teach Foreign Languages, *Foreign Language Annals*, 13, 5, October, 391-293.

Describes the integration of videotape into language activities by putting the emphasis on local productions made by the students themselves. It is through this process that students experience learning. This activity encourages clear speaking, organization and planning. The author presents suggestions of projects such as dramatization, interviews, everyday situations, off-the-air dubbing, creative dubbing, self-analysis and field trips which can be produced.

CRYSTAL, David, DAVY, Derek (1975) :

Advanced Conversational English, London, Longman, 132 p.

CSUZDI, Brent (1982) :

ESL Monitor's Handbook, Commission scolaire régionale Orléans, Beauport, Québec, Tome 1, 188 p., Tome 2 - 142, Tome 3 - 127.

This activity book is devoted to conversation techniques. It consists of a variety of techniques for stimulating conversation among students who already have a basic knowledge of English as a second language. The activities are divided into 4 major sections corresponding to secondary 2, 3, 4 and 5. They are also divided into 3 major categories: 1- Dialogues (role-playing, completion), 2- Games, 3- Discussion topics (texts, problem solving activities).

DAMOISEAU, Robert (1969) :

La classe de conversation, *Le Français dans le monde*, 65, juin, 58-62.

(Voir résumé: aspect général).

DANBROOK, W.S. (1971) :

A New Approach To Senior "Authors", *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 28, 1, October/octobre, 52-53.

DASILVA, Zenia Sacks (1974) :

We Have Ways Of Making You Talk, *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 30, 3, March/mars, 274-276.

To make students talk, the teacher must say something they really want to hear such as topics in which they are involved even if the topics might sound "banal": the things I like, an awful joke, for example. Visual material is another exciting source of conversation: baby photographs, cartoon strips. Demonstrations are effective too: recipes for a favorite dish for example. Games like The Price Is Right and What's My Line are also bound to work well.

DASKAU, Jennifer (1978) :

Games And Oral/Aural Skills, *Modern English Teacher*, 6, 1, January, 15-16.

DAVOINE, Jean-Pierre (1980) :

A comme ... Avec les Français et le téléphone, *Le Français dans le monde*, 156, 41-44.

Activité dont le but est de dédramatiser l'acte de téléphoner: 1) initiation aux "formules codées" par une "activité de couplage" (dessin et légende) 2) compréhension orale à partir d'un enregistrement 3) expression orale précédée d'une révision à l'aide des pages préliminaires de l'annuaire, jeu de rôle et simulation.

DE JULIO SERRAO, Maria (1982) :

Where's Captain Cook's Treasure? *Modern English Teacher*, 9, 4, April-May, 12-16.

DEBYSER, Françis (1966) :

Au Quartier latin, *Le Français dans le monde*, 40, avril-mai, 39-45.

Traite de l'utilisation de diapositives dans la classe de langue et suggère la marche à suivre suivante: présentation et description, exploitation, dialogue dirigé, conversation libre et civilisation. On souligne l'importance du dialogue comme point de départ de la conversation puisque c'est sur les répliques des étudiants qu'on bâtira la discussion. Six exemples sont donnés.

DEMORY, B. (1978) :

La créativité en parole et en action, Paris, Chotard et ass., 285 p.

DENAT, Antoine (1963) :

Classes de conversation en Australie, *Le Français dans le monde*, 15, mars, 31-33.

(Voir résumé: Intervenants).

DEYOE, Rita M. (1973) :

Techniques For Teaching And Evaluating Conversational English, *English Language Teaching Journal*, 33, 2, January, 90-93.

Describes two techniques for improving oral comprehension and the ability of the learners to retell what they hear: 1) The teacher tells one to three anecdotes, first slowly, then at normal speed and asks questions to the group. After a few stories, students are individually taken aside to retell the story. Evaluation is suggested; 2) Learners are grouped and have to prepare a roleplay which is presented during the second half hour. The teacher can take notes on errors and give individual comments after the activity. A list of "situations" for the roleplaying activity is given.

DI PIETRO, Robert J. (1978) :

Verbal Strategies In The ML Classroom. Paper presented at the annual meeting of the Pennsylvania State Modern Language Association (Chester, Pennsylvania, May 6), 22 p.

Proposes a technique called the "dialog with options" as one way to teach verbal strategies and conversational interactions: greetings, leave-taking, displaying attentiveness, gaining the upper hand in conversations, countering insults, etc. The students have to build their own interchanges around a topic that has multiple interpretations. Examples of "dialog with options" and selections from literature such as illustrations of verbal strategies and role-playing are given.

DOBSON, Julia M. (1974) :

Effective Techniques For English Conversation Groups, Rowley, Mass., Newbury House Publishers, Inc., 149 p.

Treats specific techniques for stimulating conversation such as dialogues, improvisations, plays, speeches, debates, audio and visual aids, television, motion pictures, games, humor, etc. for specific proficiency levels. Descriptions and examples of each technique are followed by a great number of suggestions: e.g. 50 ideas for situations of improvisations are provided. The book also deals with general aspects of conversations: levels, kind of groups, 17 problems occurring in conversational sessions (and how to handle them). Motivational factors are also discussed in appendices B and C, common American English rejoinders and exclamations are listed.

DOBSON, Julie (1973) :

Dialogues: Why, When, And How To Teach Them, *English*, 8, 2, June, 61-70.

DOGGEREL, April (1980) :

Speculation, *Modern English Teacher*, 7, 4, April, 10.

DONALDSON-EVANS, Mary (1981) :

Auditory Comprehension In The French Conversation Class, *Modern Language Journal*, 65, 2, 166-173.

In this article, the author gives a synthesis of some important theoretical contributions to an understanding of the skill of listening comprehension. She then proposes a practical model for listening comprehension (LC). The author says that the listening-first methods are quite persuasive and conclusive not only for the first or the second year course, but should also be used for the advanced course. The conversation course would seem perfectly suited to the development of this skill (LC). The model she proposes takes place 3 times a week in 50 minute segments. Twenty minutes out of each 50 minutes conversation-block should be spent in LC activities (five minutes for review, 10 minutes for new material, 5 minutes for introducing LC exercices upon which students will be tested in the following class) and 30 minutes for conversation. Listening-comprehension activities should begin with the instructor, followed by a film, and finally with native speakers. When students understand native speakers, tapes of broadcasts and popular recordings should be brought into class. She suggests the creation of a special course devoted exclusively to developing LC skills.

DONSKOV, Andrew (1973) :

An Intensive Method Of Language Teaching, *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 29, 4 May/mai, 26-30.

DORREY, G.N. (1966) :

Games For Second-Language Learning, McGraw-Hill.

DUNLOP, Ian (1975) :

Conversation At The Intermediate Level, *Zielsprache Englisch*, 3, 1-6.

(Voir résumé: aspect général).

DUNLOP, Ian (1977) :

Basic Types Of Conversation Exercise, *Zielsprache Englisch*, 3, 8-12.

(Voir résumé: aspect général).

DUTRO, Ruth Alyce, M.A. (1975) :

A Curriculum For Speech Teacher-Training Classes Using A Simulated Classroom Environment, California State University, Long Beach, 126 p.

Develops a curriculum utilizing an academic game for use in speech teacher-training courses. The study explores the following areas: 1) criteria and construction of academic games 2) existing games 3) the effectiveness of games in teaching 4) the capabilities of teachers to resolve classroom problems and 5) evolution by students and teachers.

DVORAK, Paul F. (1978) :

Communication, Small Groups, And The Interview In The FL Classroom, *Foreign Language Annals*, 11, 5, October, 581-585.

Developing communicative skills has been emphasized during the past few years. Natural and meaningful activities promote student expression and comprehension. The classroom is not a natural environment which facilitates real communication, so the teacher must increase students active use of the foreign language (ex.: the questioning process). The type of exercise should be adapted to the size of the group.

Without regard to group size, we are able to list communicative exercises to be used in the classroom: 1) oral questions; 2) games for active and passive use; 3) exercises of the matching and open-ended type (written and oral; 4) role-playing; 5) readings and 6) listening comprehension. To complement some of these activities, the interview technique may be used in small groups. Clarifying values, telephone calls or interviews to gather certain information are some of these interview techniques. In an elementary course: students choose a topic, they prepare ten questions at home on their topic, they ask their questions to the other members in their group (groups of four). The active use of language skills must begin early. The direct result of this process is to reach the goal of foreign language learning which is to communicate in an active exchange.

EBLING, Benjamin (1973) :

Toward The Teaching Of Authentic French Culture At The Secondary Level, *The French Review*, 46, 5, April, 927-930.

ECHARD, Gwenda (1973) :

Le Devoir, Its Value in Language Teaching, *The Canadian Modern Language Review/La Revue Canadienne des langues vivantes*, 29, 3, March/mars, 26-30.

The two major advantages of a newspaper in language teaching are its authenticity and its contemporiness. A newspaper gives the whole class a common "point de départ" for discussions, debates, exposés and improvisations (the "Petites Annonces"). It temporarily frees both student and teacher from the textbook and considerably increases the student's understanding of the other culture.

ECKLUND, Constance L. (1981) :

Le voyage: An "Objective" Approach To French Travel, *The French Review*, 54, 4, 573-579.

Description of a course entitled "Le voyage" given at Southern Connecticut State College. The course meets twice a week for 1½ hour without laboratory equipment. The course reproduces a trip to France [planning, departure, France, return] learning and later using appropriate vocabulary. The first ten class meetings are devoted to learning enough grammar in order to achieve general communicative competence. A list of 20 nouns such as la fleur, le train, etc. is chosen and concretely represented in the classroom. This stimulates students to speak. There is no text book and each grammar point is explained thoroughly schematically by the instructor. The student learns 80 verbs; the tenses learned are, présent, p. composé, futur proche, impératif and imparfait. The instructor uses pantomime without any translation. In addition to the verbs and grammar, the meetings include filling out passport applications, looking at books on France and learning new vocabulary. By the end of 14 meetings, the student is able to converse and go on the "voyage". Students use the classroom and the laboratory as the airport and as the country itself so they can be confronted with the situation of role-playing etc. The final step is testing which is based on oral comprehension and oral expression. If possible this is done with the help of a native speaker.

ECOLE FRANCAISE DE MIDDLEBURY :

Advanced Oral Practice And Self Expression, 16 p.

Fascicule de cours de conversation de niveau "avancé" de l'Ecole française de Middlebury (sans date d'impression). Ce cours vise à amener les apprenants à s'exprimer couramment sur des sujets d'ordre général ou spécial. Le travail se déroule comme suit: 1) recherche des idées se rapportant au sujet, recherche et étude du vocabulaire et des expressions reliés au thème, rédaction d'un plan sommaire d'exposé oral et de discussion 2) exposé oral (5 à 8 min), discussion générale et relevé des corrections effectuées par le professeur, et du vocabulaire nouveau (en classe). Toute la classe est responsable de la discussion. Pour la préparation, les étudiants peuvent s'inspirer de la liste de questions regroupées sous chaque thème. Une liste d'ouvrages de référence utiles dans la recherche de vocabulaire et d'expressions leur est également fournie.

EDWARDS, Anne (1981) :

The Place Of The Debate In A Study-Skills Course, *English Language Teaching Journal*, 35, 4, July, 387-389.

Describes the experimentation of a weekly ninety-minute debate course whose objective was to prepare students to follow courses at British universities and colleges. Apart from a question-answer session, the rules of debates were adhered to. The teachers were free to write individual correction cards that were distributed and discussed at the end of the session. The debates provided an opportunity to consolidate and synthesise recently acquired skills.

EVERETT, Aaron B. (1972) :

Individualized Instruction For Intermediate French, *The French Review* 45, 5, April, 988-998.

FARRINGTON, Olivia (1981) :

The 'Conversation Class', *English Language Teaching Journal*, 35, 3, April, 241-243.

Describes a course with a small group of adult learners of mixed linguistic and cultural backgrounds with mixed abilities. In the initial stages of the course each class centres on two types of functions: the first one refers to monologues and includes comparison, explanation, description, and instructions. This step should be prepared before the class begins. Students have to talk for 2 or 3 minutes, answering a specific imaginary question. The second type refers to functions such as agreeing, interrupting, expressing interest. It is presented and practised at the beginning of the class. The advantage of this method of organising the class is that everybody is participating all the time. A wide variety of topics often avoids boredom, and the course is student-centred.

FAULKNER, Jim (1977) :

Games Activities in Language Classroom, *Modern English Teacher*, 5, 4, 4-6.

FERENCZI, V. (1975) :

Le jeu de rôle comme didactique de l'expression, *Revue de phonétique appliquée*, 36, 183-188.

FINOCCHIARO, Mary (1977) :

Role-Playing in The Language Classroom, *Zielsprache Englisch*, 3, 1-6.

Before using role-playing activities, students should be brought to realize 1) that all the language we use in real-life is conditioned by the specific sociocultural situation in which the speech act takes place 2) that the function we wish to express will govern our sentence structure and the lexical items we will use 3) that intonation patterns are essential for realistic role-playing. Recognition activities such as indicating whether the style of a micro-dialogue is formal or informal and listening and saying which words indicate the function being expressed should always precede production activities. Production activities range from controlled situations such as giving two students cards with the exact utterances they will use to free situations like inviting one student to take the role of a famous person and another one to serve as an interviewer.

FIUSA, Dolores, KEHL, Marie-Josette, WEISS, François (1978-1979) :

En effeuillant la marguerite, Exercices d'entraînement à la compréhension et à l'expression orales, Paris, Langenscheidt-Hachette, Dossier du professeur, 48 p., Cahier de l'élève, 46 p.

(Voir résumé: courants).

FOSTER, Stephen J. (1981) :

An Outline For A Course In Directed Conversation, *The French Review*, 55, 2, December, 241-253.

The article deals with courses in advanced conversation. Students want to gain practical knowledge of aural-skills. Their needs can be met through a class in directed conversation. This present paper is intended to help design a course in directed conversation. It describes different divisions depending on topics for discussion and suggests ways in which sections may be refined and adapted. It is also followed by two sample units and a list of suggested topics for units (Le voyage and La santé). First, the teacher chooses appropriate topics for the student's level of ability. Natural language activities should be provided for each unit topic. The first section of each unit consist of a pair of quotations followed by an open-end vocabulary list (a certain number of "Locutions populaires" can be placed in the vocabulary section). Phonetics is a vital part of every unit. Each unit also includes short grammar points. The major section of each thematic unit is the outline of the discussion. The students will realize that only directed conversation can lead to real advanced aural-oral skill performance.

FRAUTSCHI, R.L., BOUYGUES, Claude (1972) :

Pour et contre, Manuel de conversations graduées, New York, Toronto, Dodd, Mead Company, 287 p.

Manuel de conversations dirigées comportant quarante et une leçons réparties sur trois niveaux, "quelques conseils aux usagers" et des "appendices de tableaux et de cartes". Il a pour but d'aider l'apprenant à parler couramment sans recourir aux listes de vocabulaire, aux "drills" et aux présentations d'explications grammaticales.

Une leçon comprend un texte de présentation, des "questions d'identification", des "questions d'exploitation" et une "mise en perspective". Les niveaux représentent, d'après les auteurs, une progression du simple au complexe. Ainsi, les leçons du niveau 1 proposent des situations de la vie de tous les jours (1- à la station service; 2- la visite du docteur; 3- un renseignement, etc.) tandis que celles du niveau 3 (1- les Français et la censure; 2- les vacances pour et contre, etc.) offrent des thèmes qui serviront de point de départ aux discussions et dialogues.

FREEMAN, G. Ronald (1976) :

101 + Ways To Stimulate Conversation In A Foreign Language, New York, American Council on the Teaching of Foreign Languages, 26 p.

Suggests conversation activities to be used in second language teaching. Students working in small groups present the same activity many times in order to reinforce skills. The activities can be easily adapted to the type of class or the teaching style of the instructor. The conversational activities are divided into six sections: audiovisual strategies; communicative games; interview and questionnaires; values clarification; role-playing and problem solving; and potpourri.

FREEMAN, G. Ronald (1980) :

Intercambios, An Activities Manual, New York: Random House, Inc., 209 p.

FRIEDMAN, Rubin (1978) :

Sous-test d'expression orale 500-A, *Medium*, 3, 3, juillet, 71-82.

A partir d'un enregistrement de cours d'une durée de trente minutes, le test se propose d'établir un échantillon de la "performance générale du candidat en langue parlée selon des situations linguistiques" diverses regroupées en quatre parties. Les parties I et IV portent sur les expériences et les intérêts personnels du candidat tandis que les parties II et III abordent des questions d'ordre général. "Les situations linguistiques des quatre parties prévoient que le candidat pourra s'exprimer selon son niveau probable de langage soutenu et de langage familier".

Le système utilisé pour la correction des entrevues constitue une "version adaptée du système de Nicolas Ferguson du C.E.E.L. (centre expérimental pour l'enseignement des langues) de Genève. Ferguson préconise une "méthode très généralisée d'évaluation d'une L2" où le débit (mesure de la facilité d'expression) et la correction grammaticale (mesure de la correction au sens large) constituent les deux variables essentielles à observer.

GALANTI, Marie E. (1979) :

Lectures et fantaisies, Chicago: Rand McNallay College Publishing Company, 211 p.

GALLO, Patricia Lancaster, SEDWICK, Frank (1981) :

French For Careers: Conversational Perspectives, Boston, Heinle and Heinle, 125 p.

Proposes the description of different careers, including their pros and cons, as a subject for conversational interaction. Includes necessary vocabulary and questions to expand the discussion.

GALYEAN, Beverly (1976) :

Human Teaching And Human Learning In The Language Class: A Confluent Approach, Santa Barbara (Calif.), Confluent Education Development and Research Center, 71 p.

Presents strategies and lessons that result from five years of pilot projects in confluent teaching. Confluence "means to merge feelings and thinkings into one holistic learning process". In the classroom, students practice language structures by discussing and sharing their own personal content with others. Personal growth merges with language proficiency. The lessons presented serve to expand traditional materials. The look includes 8 chapters: 1) Introduction 2) Gestalt And Foreign Language Teaching 3) 13 Ways To Spice Up Language Teaching 4) Who Am I, Astrology, Fantasy, Values 5) Where Am I Going? Who Is Going with Me? How Will I Arrive There? 6) Working With The Verb "To Be" 7) Feeling Words And The Verb "To Be" 8) How To Beat The Day-Back Blues.

GARBER, Carole, HOLMES, Glyn (1981) :

Video-Aided Written/Oral Assignments, *Foreign Language Annals*, 14, 4, 325-331.

In this article, the authors wanted to determine whether short video movies could be used to help language students develop their written and oral skills. The authors produced four five-minute video movies, with no sound, on everyday topics. The students were first asked to write a composition to accompany a film, and then to record the corrected composition to produce a soundtrack for the film. The objectives of the experiment were: 1) the use of the moving picture (film) could help students to use active communication skills in a creative way (students should be involved in every phase of the process); 2) the students draw upon their fund of linguistic knowledge and put it to creative use. They would be free to interpret what they saw on the screen in any way they saw it; 3) exploitation of motivational value of the video camera and television monitor; 4) encouragement of harmonious interaction between student, teacher and machine. The completed presentations were played to the class for the purpose of comprehension and discussion. The result proved most encouraging. As a matter of fact, the films could be successfully exploited as a stimulus to conversation revolving around either grammatical points or the situations depicted on the screen.

GARDNER, Stephen H. (1970) :

The Oblique Approach To French Language Teaching, *The French Review*, 43, 5, April, 795-799.

A teaching approach which encourages a rudimentary conversation by focusing on high-interest subjects chosen by the students themselves as opposed to direct questioning and answering. The instructor relegates himself to an "off centered" position and supplements the conversation with new vocabulary and particular grammar elements. Advantages of this approach are given.

GARFINKEL, Alan, CID SIRGADO, Isable, SIRGADO, Miguel Angel (1978) :

Modismo al momento, Rowley, Ma.: Newbury House, 127 p.

GARY, Judith Olmstead (1976) :

Why Speak If You Don't Need To? The Case For A Listening Approach To Beginning Foreign Language Learning, Paper presented at the Conference on Second Language Learning, (SUNY, Oswego, New York, July 16-18, 1976), 24 p.

This paper describes one alternative approach to second language teaching: a delayed oral practice approach in which the language learner is not required to speak until he feels comfortable doing so.

Pictural-audio matching, physical-response matching and graphic-audio matching type exercises are used. After discussing the nature of listening and speaking skills, some assumptions and advantages of a delayed oral practice approach are given. Past and present applications of such an approach, whose results are significantly favorable, with both adults and children are discussed.

Questions like what mode of non-verbal response is most appropriate for what age group or how this approach can be optimally used to individualize instruction remain to be explored.

GEDDES, Marion (1978) :

Jigsaw Listening And Oral Communication, *Modern English Teacher*, 6, 1, January, 4-6.

GEFFROY, René (1966) :

Leçon orale d'introduction au cours de débutants, *Le Français dans le monde*, 45, décembre, 35-42.

Exercices pratiques à utiliser lors des premières classes de langue au niveau débutant. Sept scènes décrites en détail comportant les unités didactiques suivantes: bonjour monsieur, comment allez-vous? comment vous appelez-vous?, au revoir, je vous présente, Etes-vous...?, je suis, différents ordres.

GELINAS, Gratien (1972) :

Hier les enfants dansaient, Montréal, les éditions Leméac, 159 p.

GENO, Thomas H. (1981) :

Tocqueville: Source inépuisable pour la classe de conversation, *The French Review*, 54, 5, April, 661-665.

Suggère l'utilisation des oeuvres du Français Alexis de Tocqueville pour les cours de langues. Son étude du "Nouveau monde" constitue une mine d'or de sujets pour un classe de conversation: la liberté de la presse; la corruption des gouvernants, etc. Le chapitre 15 du volume II de se *Démocratie en Amérique* suscite chez les étudiants mêmes une série de questions qui engendreront des discussions dans une classe de conversation. On peut trouver du matériel intéressant dans n'importe quel chapitre. Mais étant donné le style touffu de Tocqueville, il est préférable de l'utiliser dans des cours de conversation avancée. L'auteur fait part du succès qu'il a obtenu en divisant la classe en trois ou quatre petits groupes et en attribuant à chaque groupe un sujet de discussion différent.

GIBSON, Robert E. (1975) :

The Strip Story: A Catalyst For Communication. *TESOL Quarterly*, 9, 2, June, 149-154.

A learning procedure which utilizes real communication activities to help students acquire communicative abilities is described. It consists of a scrambled sentence type of exercise in which each student becomes the sole source of one piece of information. After memorizing their sentence, the students are instructed to put the story back together without writing anything down. The teacher sits down and remains silent. Many grammatical items are learned and pronunciation problems are overcome during the exercise partly because the technique will not work unless every student is understood.

GOING, Anne (1977) :

Alibi!, *Modern English Teacher*, 5, 4, November, p. 10.

GOMES DE MATOS, Francisco (1975) :

D'jever Think About Comic Books? Creativity: New Ideas In Language Teaching, Sao Paulo (Brazil) Instituto de Idiomas Yazigi, Centro de Linguistica Aplicada, 5 p.

The use of comic books can help improve English conversational ability in preadolescents and teenagers. Before presenting the data from comic books, it is suggested to give a description of some of the characteristics of conversational English (contractions, conversation fillers, stereotyped phrases). Then, the students can be asked, for example, to rewrite the story in a formal style. Activities can also be done to increase conversational sensitivity. A speech identification game is given as an example.

GORDON, W. Terrence (1976) :

Object-Oriented Expression Practice And Vocabulary Acquisition, *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 32, 4, March/mars, 422-423.

Describes a class activity consisting of giving a student a familiar object that he/she must describe. The rest of the class has to ask questions about the object in order to find out what it is. For this activity, vocabulary deficiency is not a problem but an opportunity to develop a skill. A range of specific expressions may be suggested for use in the descriptions.

GOUSIE, Laurent (1981) :

Conversation: Another Approach, *Foreign Language Annals*, 14, 1, February, 51-53.

Defines a method for teaching conversational language organized as follows: 1) pronunciation practice; 2) introduction to description; 3) general conversation; 4) short topical discussions; 5) testing. The final examination consists of talking about topical slides which are projected. The monitor records and evaluates each response. Then, the student listens to his or her tape and reviews the corrections noted by the instructor.

GOWER, Roger (1981) :

Structural Conversation, *Modern English Teacher*, 9, 1, September, 27-29.

GRAND-CLEMENT, Francis (1969) :

Jeu des portraits, in Burney, P. et Demoiseau, R., *La Classe de conversation*, Paris, Librairie Hachette/Larousse, 123-127, paru dans Le Français dans le monde, 14.

(Voir résumé: Intervenants).

GREENE, John (1979) :

Live From The Language Lab: Conversation Classes On TV, *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 35, 4, May/mai, 621-624.

GREEN, Jerry D. (1975) :

Some Principles For The Development Of Remedial Pronunciation Material For Advanced Level Learners: An Individualized Approach, *Audio-Visual Language Journal*, 13, 1, Spring, 12-16.

Outlines ten principles that should serve as guidelines for the development of materials: 1) start where the learner is at 2) use a balanced cognitive-behavioural approach 3) use reinforcing stimuli 4)maximize learner active participation 5) respect a general uniformity of vocabulary, structure and format 6) inform the learner on what he is to do, why and how he is to do it 7) go from manipulative to communicative activities 8) use necessary technical linguistic terminology 9) contextualize drills 10) review the items just drilled and plan follow-up activities.

GRELLET, Claude-Françoise (1977) :

Using Slides in Language Teaching, Part 2, *Modern English Teacher*, 5, 2, 10-11.

GREMMO, M.J. (1978) :

Apprendre à communiquer: compte rendu d'une expérience d'enseignement du français, *Mélanges pédagogiques, 1978*, C.R.A.P.E.L., 17-52.

Présentation d'une expérience d'enseignement/apprentissage de l'expression orale en français L2 réalisée au C.R.A.P.E.L. dans le cadre d'un cours d'été avec un groupe d'étudiants sud-américains. Une analyse des besoins liguistiques des apprenants a précédé l'élaboration de ce programme établi à partir des approches situationnelle, grammaticale et fonctionnelle pour lesquelles on a du reste relevé les faiblesses. La mise au point de ce programme comportait des "Modules survie" qui devaient répondre aux besoins pressants d'adaptation et d'installation du stagiaire dans son nouveau milieu, des modules d'expression orale fonctionnelle établis à partir des besoins langagiers des apprenants sans compter les cours de phonétique et de grammaire orale. L'expérience, longuement décrite, est suivie d'un bilan fait par les animateurs et les apprenants.

GROSSMAN, Kathryn M. (1979) :

Playing Surrealist Games: Partexis Creativity, *The French Review*, 52, 5, April, 700-707.

GUGLI, William V. (1973) :

Multi-Track Options For French Study, *The French Review*, 46, 6, May, 1184-1189.

GUILLON, Jean, VITOLS, Madeleine (1972) :

Le Français Contemporain, New York: Holt, Rinehart & Winston, 365 p.

HAAC, Oscar, BIELER, Arthur (1975) :

Actualité et Avenir: A Guide To France And To French Conversation, Englewood Cliffs, N.J.: Prentice-Hall, Inc., 238 p.

HAGIWARA, Michio P. (1977) :

Thème et Variations, Guide pédagogique, New York, John Wiley & Sons, Inc., 187 p.

HAGIWARA, Michio, DE ROCHER, Françoise (1977) :

Thème et variations, New York, John Wiley & Sons, 573 p.

HAHN, Sally G. (1968) :

Discussion Groups In The Foreign Language Elementary Classroom, *The French Review*, 42, 2, December, 294-297.

Describes a discussion group project whose goal was to individualize class experience and to improve students' fluency in French in a sixth grade class. The students were grouped according to their fluency level. Groups consisted of four students and a group leader. Each group had the use of a tape recorder as a reference and guide for vocabulary, questions and ideas for discussion. Instructions were also included on tape in order to insure that students knew "what questions to ask, vocabulary to be used and suggestions for topics to be discussed". Examples of the problems encountered are given.

HANSEN, Terence L., WILKINS, Ernest J., ENOS, Jon G. (1972) :

Le Français vif: Level 1, Lexington, Massachusetts: Xerox College Publishing, 509 p.

HANSEN, Terence L., WILKINS, Ernest J., ENOS, Jon G. (1978) :

Le Français vivant, 2nd ed., New York: John Wiley & Sons, Inc., 462 p.

HANSON, Glenys (1980) :

Ideas For Picture Flashcard Games - Part 1, *Modern English Teacher*, 8, 1, September, 13-15.

HANSON, Glenys (1980) :

Ideas For Picture Flashcard Games - Part 2, *Modern English Teacher*, 8, 2, November, 28-29.

HARPER, Sandra N. (1977) :

Activities For Motivation And Real Communication, paper presented at the GLCA Foreign Language Workshop, Worster College, April 22, 21 p.

Techniques aiming at developing communicative competence in the classroom are presented: Independent outside reading followed by group discussion in class, the use of conversation cards, the reproduction of television shows in the second language, role-playing, drama, problem solving, the circular narrative, use of visual aids, grammatical "relay races".

HARRIS, Julian, LÉVÊQUE, André (1972) :

Intermediate Conversational French. 3rd ed., New York, Holt, Rinehart and Winston, 321 p.

Fifteen conversational units alternating with fifteen grammar units are presented.

HARRIS, Julien, LÉVÊQUE, André (1973) :

Basic Conversational French, 5th ed., New York, Holt, Rinehart and Winston, 526 p.

Forty one conversations, grammar units, lectures, etc. Each conversation includes a dialogue, oral exercises and suggestions for related student conversations.

HARRIS, Rodney E., SHAPIRO, Norman R., FORT HARRIS, Micheline (1973) :

Palabres, contes et poèmes de l'Afrique noire et des Antilles, Glenview, Illinois: Scott, Foresman & Co., 287 p.

HATTON, Robert W. (1978) :

"On Asking Questions And Getting Answers", *Foreign Language Annals*, 11, 3, 265-269

This article describes a question-answer technique based on the authenticity of form and content (as material taken from an encyclopedia) which is applicable at all levels of instruction. In a carefully sequenced process, students are led from the initial automatic response stage to the point where they can express opinions in the second language. This technique provides for total class involvement in a relaxed atmosphere. Examples provided.

HAWKINSON, Annie K. (1979) :

Tanzanian Swahili: Communication And Culture Handbook. Peace Corps Language Handbook Series, Brattleboro, Vt., School for International Training, 346 p.

HECHT, Suzanne, JAMES, Eric (1979) :

Conversation et méthodologie de la conversation, Toronto, University of Toronto, 17 p.

(Voir résumé: aspect général).

HELLERMAN, M. Kasey (1977) :

Qué me cuenta, New York, Macmillan, 256 p.

HELSTROM, Jo, METZ, Mary S. (1972) :

Le Français à découvrir. Learning French The Modern Way (third edition), New York: Webster-McGraw-Hill, Inc., 422 p.

HENDRICKSON, James M. (1980) :

Listening And Speaking Activities For Foreign Language Learners, Canadian Modern Language Review/La Revue canadienne des langues vivantes, 36, 4, May/mai, 735-748.

Most students who study a foreign language place a high priority on being able to converse about topics that interest them. This article presents forty classroom-tested activities to practice listening comprehension and speaking skills in any foreign language. The activities are categorized into three groups according to the size of the group (working in pairs, in small groups, with the entire class and to the proficiency levels (beginning, intermediate and advanced).

HERNREID, Doris E. (1976) :

Le français intensif, New York: D. Van Nostrand Company, pp. 254 + x.

HERSH STOLLER, Phyllis, **TUSKES LOCK**, Joanne, **WILSON**, Virginia, **WATTENMAKER**, Beverly (1974) :

Real Communication In French, New York, The Adirondack Mountain Humanistic Education Center, 92 p.

Suggests the use in the classroom of humanistic techniques based on values clarification, human development, transactional analysis and parent or teacher effectiveness training instead of a set of dialogs, questions and pattern drills. Humanistic techniques satisfy the student's need "to become more aware of themselves, interact with others and develop more positive self-concepts". Becoming involved, students are hardly aware that they are learning a language. The book is divided in 24 lessons dealing with sequential grammatical structures for which many humanistic activities are suggested.

HICKS, Diana, **POTE**, Michel, **ESNOL**, Armel, **WRIGHT**, Derek (1980) :

Spotliht On ... Case studies, *Modern English Teacher*, November, 8, 2, 34-37.

HILL, L.A., **FIELDEN**, R.D.S. (1974) :

English Language Teaching Games For Adult Students, Book 1, Elomentary, 80 p., Book 2, 90 p., Advanced Evans.

HOLLINGSWORTH, Rita (1977) :

A Classroom Trip Through France, *The French Review*, 51, 2, December, 175-179.

Describes the development of a new class activity consisting of traveling through France while remaining inside the walls of the classroom. The program comprises a five-day trip. For example, the students have to talk to the customs officer, take a taxi and visit Paris. All four skills come into play. Authentic and home made material is used (guide Michelin, postcards, maps, etc.).

HOPE, Quentin M. (1966) :

Spoken French in Review, New York: The Macmillan Company.

HOPKINS, David B. (1979) :

Setswana: Communication And Culture Handbook. Peace Corps Language Handbook Series, Brattleboro, Vt., School for International Training, 337 p.

HORNER, David (1980) :

Flashcards And The Production Stage, *Modern English Teacher*, 8, 1, September, 12-13.

HUBP, Loretta Burke (1974) :

Let's Play Games In Spanish, vol. 1, Skokie, Illinois: National Textbook Co., 148 p. (In Canada: Copp. Clark Publishing).

Let's Play Games In Spanish, Vol. 2, 118 p.

HUEBNER, Thom, HOROI, Stephen Rex (1979) :

Solomon Islands Pijin: Culture And Communication Handbook. Peace Corps Language Handbook Series, Brattleboro, Vt., School for International Training, 233 p.

IGLESIAS, Mario, MEIDEN, Walter (1975) :

Spanish For Oral And Written Review, New York: Holt, Rinehart & Winston, 429 p.

INGRAM, D.E. (1976) :

Learning Through Use: A Projected Communicty-Based Course For Tertiary Students Of French, paper presented at the Congress of the Applied Linguistics Association of Australia (New Castle, August 23-25), 18 p.

Describes a community involvement approach utilized at the Mount Gravatt College of Advanced Education, Brisbane, Australia for advanced second language teaching. Focus is put on language and attitudinal development. Language development is done through a self-directed grammar program, practical use of the four macro-skills and the teaching of language functions and relevant registers. Attitudinal development occurs through general culture learning, language games, reading and discussion focussing on attitudinal issues.

The learning strategies involved and the evaluation methods are referred to.

INSTITUTO DE IDIOMAS YAZIGI (1978) :

Conversational English Program, 2, Sao Paulo, Centro de Linguistica Applicada, Mars, 132 p.

INSTITUTO DE IDIOMAS YAZIGI (1978) :

Conversational English Program, 1, Sao Paulo, Centro de Linguistica Applicada, Mars 132 p.

Manuel d'anglais langue étrangère à l'intention d'apprenants de langue portugaise immigrant des États-Unis au Brésil. Comporte des exercices de types divers.

JARAMILLO, Mari-Luci (1973) :

Cultural Differences in The Esol Classroom, *TESOL Quarterly,* 7, 1, 51-60.

(Voir résumé: Intervenants).

JARVIS, Gilbert A., BONIN, Thérèse M., CORBIN, Donald E., BIRKBICHLER, Diane W. (1980) :

Connaître et se connaître, a basic reader for communication, 2nd ed., New York: Holt, Rinehart & Winston, 195 p.

JARVIS, Gilbert A., BONIN, Thérèse M., CORBIN, Donald E., BIRCKBICHLER, Diane W. (1981) :

Vivent les différences: An Intermediate Reader For Communication, 2nd ed., New York: Holt, Rinehart & Winston, 206 p.

JERROM, M.F., SZKUTNIK, L.L. (1965) :

Conversation Exercises In Everyday English: Book One, London, Longman, 160 p. *Book Two* , 160 p.

"(...) the aim of this book is to help the teacher and the learner by providing a large number of ready-made conversations, and so to avoid the waste of time so common in classrooms when the 'conversation lesson' takes place, (...)."

JESPERSEN, Robert C., PETERS, George F. (1980) :

Using German, New York: Harper & Row, 590 p.

JOHNSON, Richard (1981) :

Information Gatherings, *Modern English Teacher*, 8, 3, February, 26-28.

JONES, Ken, SYKES, Philip (19[illegible]) :

MGL *Educational Games*, catalogue de présentation, Bedford (England), Management Games Ltd, 23 p.

A list of simulation games covering most subject areas for every age: business & management, computer, communications, economics, education, English, geography, history, mathematics, politics and social studies. The communication skills games are particularly relevant to language teaching since their main objective is not to teach the facts on a particular subject but rather to encourage thought and talk about it. The skills involve discussing, arguing, analysing, reporting, interviewing, etc. The following is a list of some titles of the graded simulations: Survival, Front Page, Radio Covingham, Property Trial, Appointment Board.

JONES, Rhodri, BROWN, Laurie (1975) :

'Must' And 'Can't' Of Deduction. The Mysterious Death Of Sir Roland Butter, *Modern English Teacher*, 3, 1, 13.

JOSSERON, Suzanne, LOISEAU, Raymond (1971) :

Des dialogues d'écrivains dans les classes pour débutants, *Le Français dans le monde*, 82, Juillet-août, 22-25.

Prône l'adaptation à la classe de langue de dialogues tirées d'oeuvres littéraires. L'utilisation de tels dialogues présente l'avantage, d'après les auteurs, de proposer une "langue plus authentique tout en demeurant fondamentale". Quatre exemples d'adaptation.

JOYCEY, Ed (1982) :

Groupwork, The Information Gap, And The Individual, *Modern English Teacher*, 10, 1, September, 25-26.

JUDD, O. (1978) :

English Conversation For All, Revised edition by P. Hewitt and D. Jenkins, Klett, Stuttgart.

KALIVODA, Theodore V. (1976) :

Communication In The Foreign Language Classroom, *Hispania*, 59, 2, May, 294-301.

Real communication, for a student, is being able to express needs, desires, attitudes and feelings. Techniques for facilitating real communication in the classroom include: directions, requests, questions, dramatizations and visual aid and persistent use of the foreign language with learned linguistic units. Activities involving real communication are also listed such as establishing and maintaining social relations, seeking information, giving information about oneself, learning to do or make something, etc. Real communication in individualized instruction is possible, necessary and successful if the teacher is sensitive enough to really try to communicate with the student. Drills still have their place in the communication process and can be livened up by visual aids and dramatization. Communication drills with ad lib responses are quite realistic whereas hypothetical situation drills are less useful. A stimulating drill called the Audio-Motor Unit involves an oral, dramatized presentation of a series of commands by the teacher, followed by student participation in the motor activity. An example of the audio-Motor Unit - curing the hiccups in Spanish - is given. However, as effective as some drills may be, nothing can replace the teacher's own language proficiency as the means for establishing real communication in the classroom.

KEILSTRUP, Duane V. (1980) :

Using The Situation-Oriented Miniplay And The Videotape Recorder In Advanced Conversation Class, *Foreign Language Annals*, 13, 5, October, 367-372.

Describes an approach for teaching advanced conversation where the students write and perform miniplays based on selected source materials. Based on this material, a written examination follows where students are called upon to put into practice, in real situations, what they have learned. The use of a videotape recorder can add to motivation and bring better performance. The author presents the approach step by step and discusses the advantages and disadvantages of using the VTR.

KELLER, Eric (1977) :

Gambits, *Medium*, 2, 4, October, 98-101.

Gambits are conversational tools for introducing what we're about to say. There are more than 200 such gambits. They gain entry into a conversation (ex.: in my opinion, I think that, etc.), give the speaker some breathing space as he thinks and indicate what's to come.

The books were written to give students an opportunity to practice conversational skills. Gambits recreate language situations that the ESL learner would meet outside the classroom. At the top of each exercice the language situation is indicated, the class levels of the activity, the size of the group (class, small group, individual), what language modalities are involved (speaking, writing, role-playing, games) and the necessary time for the activity. Gambits is for intermediate and mostly for advanced students. The exercices contain advanced vocabulary to reinforce students' dictionary habits.

Most exercices take only between 10-20 minutes; not more than half an hour a day should be devoted to Gambits. The teacher does not have to do the speaking, all the components for the exercices are right there on a single page. Topics are suggested to facilitate what to say to the students. All the activities have been tested by the co-author and have been rewritten. The last page of the article is an example of "THE INTERRUPTING GAME".

KELLER, Eric, TABA WERNER, Sylvia (1979) :

Gambits 1, Conversational Tools, Hull (Canada), Public Service Commission of Canada, 57 p.

The first of three books that form part of an English course intended for adult non anglophone. It presents a series of well described exercises and games that bring the student to use specific conversational tools (provided to him) in well defined language situations. This first book deals with "Openers": attention-getting openers, openers introducing various aspects of a topic, disgression, opinion and problem openers. Examples of some 45 exercises along with the amount of time required to do them are given.

KELLER, Eric, TABA WERNER, Sylvia (1979) :

Gambits 2, Conversational Tools, Hull (Canada), Public Service commission of Canada, 61 p.

The second of three books that form part of an English course for adult non anglophones. It presents a series of well described exercises and games that bring the student to use specific conversational tools (provided to him) in well defined language situations. This second book deals with links: subject-expansion links, subject-evaluation links and argumentation links. Examples of some 35 exercises along with the amount of time required to do them are provided.

KELLER, Eric, TABA WERNER, Sylvia (1979) :

Gambits 3, Conversational Tools, Hull (Canada), Public Service Commission of Canada, 58 p.

The third of three books that form part of an English course for adult non anglophones. It presents a series of well described exercises and games that bring the student to use specific conversational tools (provided to him) in well defined language situations. This third book deals with responders (hesitation, compliment, encouragement, etc.) and closers (casual, phone and formal closers). Examples of some 25 exercices along with the amount of time required to do them are provided.

KELLY, Patricia Proudfoot (1975) :

A Comparison Of The Oral Student Responses In A Class Using Simulation Games Prior To Reading Selected Short Stories And Class Not Using Simulation Games. Doctorat Dissertation, Virginia Polytechnic Institute and State University, 129 p.

Three eleventh grade classes were used to determine whether the use of simulation board games prior to reading selected short stories would result in oral student responses different from those made by students who had not done the simulation games before reading the stories. Results showed that the experimental group appeared to have more empathy for characters than the control group. (The third group played a game conceptually unrelated to the assigned story). Student participation in the class discussions increased 50 percent in the experimental group. Responses from the third group were much like the responses from the control group. Teacher talk decreased when games were used and students responded more readily to teacher questioning. Suggestions for further research are presented.

KELLY, Reine (1974) :

Expressions idiomatiques en français vivant, New York: Harcourt Brace Jovanovich, 189 p.

KEMPTON, Adrian (1980) :

Bluffing Your Way Through Idioms, *Modern English Teacher,* 7, 4, April, 10-11.

KEN, J.Y.K., WRIGHT, Andrew (1979) :

Silhouette Images And The OHP, *Modern English Teacher,* 6, 5, January, 15-16.

KEN, J.Y.K., WRIGHT, Andrew (1979) :

Silhouette Images And The OHO, *Modern English Teacher,* 6, 6, March, 18-20.

KENAN, Lucette Rollet (1969) :

Galerie de portraits contemporains, New York: Harcourt, Brace & World, Inc., pp. vi + 197.

KENNEY, Morgan V. (1971-72) :

L'Equilibre de la nature,
Tout est bien qui finit bien
La maison hantée: le marteau rouge,
Toronto, D.C. Heath Canada Ltd.

KENNEY. Morgan et al (1973) :

Passeport français I: en route, Toronto: D.C. Heath Canada Ltd, 96 p.
Passeport français II: Salut!.

KENNEY, Morgan et al. (1974) :

Passeport français III: bon voyage!, Toronto: D.C. Heath Canada Ltd., 96 p.

KEULEERS, F., DE BLESER, R. (1976) :

Cognitive Foreign Language Teaching To Adults: Integration Of Language Lab Skills And Conversation, *ITL, Review of Applied Linguistics*, 31, 1-13.

New structures practiced in the language lab fail to become a part of the students' natural pattern in the new language probably because the language lab and natural speech situations are two different "trace systems" [the first one puts the emphasis on structures rather than content]. In real conversation, the reverse is true. The most appropriate role for the language lab is to give structures to students in an "almost ready" form. Then, real conversations requiring the use of these structures effect the transition to real speech. It is therefore suggested that the language lab give 1) structures to students in an "almost ready" form 2) real conversations reguiring the use of these structures in order to effect the transition to real speech. Types of activities suggested are traditional debating, role-played interview, theater and explicit games, schematized role-play and free role-playing.

KIDDLE, Mary Ellen, WEGMANN, Brenda (1974) :

Perspectivas, New York: Holt, Rinehart & Winston, 248 p.

KIMBALL, Margot C., PALMER, Adrian S. (1978) :

The Dialog Game: A Prototypical Activity For Providing Proper Intake In Formal Instruction, *TESOL Quarterly*, 12, 1, March, 17-29.

A type of communication game whose goal is to enable students to communicate informally. The Dialog Game is presented as a prototype which can be adapted for any content area and for students at any level. Many examples of two kinds of variables single dimension and multi dimension game are provided.

KIRKLAND, Catherine J., KNOX, Edward C. (1977) :

A mon avis, New York: Harcourt Brace Jovanovich, 183 p.

KLIN, George (1970) :

Content And Methods In Conversation Courses, *The French Review*, 43, 4, March, 641-647.

(Voir résumé: aspect général).

KLYHN, Joan (1978) :

Hunting For Treasure In English, *Modern English Teacher*, 4, 3, 8.

KNOP, Constance K. (1972) :

Toward Free Conversation, *American Foreign Language Teacher*, 2, 4, 5-9.

Memorizing dialogues and pattern practices is not sufficient to lead students toward free conversation. To gain the experience and confidence necessary in order to initiate conversation, students should engage in activities such as original dialogues, descriptions, narratives, visualized presentations, debates, cultural reports and aesthetic reactions.

KNOP, Constance K. (1981) :

Directions For Change In An Audio-Lingual Approach, *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 37, 4, May/mai, 724-738.

(Voir résumé: aspect général).

KNOX, Edward C. (1972) :

Rencontres, New York: Harcourt Brace Jovanovich, Inc., 255 p.

KOZELKA, Paul R. (1980) :

Ewe (for Togo): Communication and Culture Handbook. Peace Corps Language Handbook Series, Brattleboro, Vt., School for International Training, 394 p.

KRAMSCH, Claire (1981) :

Teaching Discussion Skills: A Pragmatic Approach, *Foreign Language Annals*, 14, 2, April, 93-104.

(Voir résumé: courants).

KRAMSK, Claire J. (1981) :

Discourse Analysis And Second Language Teaching. Language In Education. Theory and Practice, 37, October, Washington, Center for Applied Linguistics, 102 p.

Explores how sociolinguistic research and discourse analysis have helped define notes and privileges in the classroom during verbal interaction and how such behavior can be modified to reach greater conversational competence. Emphasizes the nature of interaction, (the) rules of discourses and (the) fonction of speech. Lists pratical applications to develop participation skills.

KRAUS-SREBIC, Eva (1976) :

Classroom Games In The Compulsory School, *English Language Teaching Journal*, 31, 1, October, 19-23.

Suggests five classroom games aimed at keeping the pupils' interest in a particularly difficult classroom situation (40 pupils of differing intelligence and skills). Games are 1) the Parrot 2) Robots 3) Ping Pong 4) Telephone and 5) Flashcards.

KRISHNASWAMY, Nirmala (1978) :

The Telephone And You, *English Language Teaching Journal*, 32, 3, April, 217-221.

A class activity designed for future accountants and secretaries on the efficient use of telephone vocabulary and expressions. A detailed example is given.

KVAVIK, Karen H. (1973) :

Some Ideas For The Conversation Class, *Hispania*, 56, 4, 1054-1058.

Suggestions concerning the organisation and variety necessary in a conversation class; subjects and activities to discuss. The use of small groups and the importance of having students chose their own topics.

LAFRATTA, Michael, MASSEY, Vincent, MCINTYRE, Patricia, Mitchell William (1972) :

Le Français partout 4, Toronto 18, Holt, Rinehart & Winston.

LANGELIER, Alice (1967) :

Lectures, conversation et composition, New York: American Book Company, 236 p.

LANGUMIER, Maurice (1969) :

Conversation et rédaction, in Burney, P. et Damoiseau, R., *La Classe de conversation*, Paris, librairie Hachette/Larousse, 128-133, paru dans *Le Français dans le monde*, 17.

Utilisation d'une collection de dessins humoristiques "sans paroles" constituée par l'Institut d'études françaises d'Ankara comme point de départ à la conversation et à la rédaction. Exemples de déroulement.

LAURIN, Jacques (1979) :

L'expression orale, guide pédagogique, Montréal, Editions Etudes Vivantes Ltée, Montréal, Paris, 116 p.

Manuel du maître qui se propose de rendre la tâche du professeur "plus commode, plus efficace, plus agréable pour (les) élèves et (le maître)". Comporte douze activités (La présentation, les variétés linguistiques, la question de l'accent, la présentation spontanée, etc.) pour lesquelles sont présentés en début de leçon "la variété linguistique" utilisée, "le type de participation" nécessité par l'élève, le "nombre de périodes" requises pour accomplir l'activité, et la "durée de l'intervention de chaque équipe".

LAURIN, Marthe G. (1971) :

Le Français partout: aux yeux des petits, Teacher's Text, Holt, Rinehart & Winston.

LAVERRIERE, Jacques, SANTUCCI, Monique, SIMONET, Renée (1978) :

100 fiches d'expression écrite et orale à l'usage des formateurs, Paris, Les Editions d'organisation, Coll. EO/formation permanente.

Recueil d'exercices d'expression orale répartis en 6 rubiques selon un ordre logique de travail: 1) oser s'exprimer 2) organiser ses idées 3) faire des synthèses 4) adapter son expression 5) expliquer 6) argumenter. Pour chaque exercice est précisé l'objectif pédagogique, le matériel nécessaire et le déroulement suivi de commentaires d'ordre pratiques.

LAVERY, Mike (1980) :

Leads-In ... And Fade-outs, *Modern English Teacher*, 7, 5, 23-24.

LAVERY, Mike (1980) :

Spotlight On Company Teaching, *Modern English Teacher*, 8, 1, September, 18-21.

LE CUNFF, MADELEINE (1976) :

L'échantillon du discours oral: Choix et utilisation, *Le Français dans le monde*, 121, mai-juin, 47-55.

Objectifs à long et à court terme, critères de choix et possibilités d'utilisation des EDO (échantillons du discours oral) dans la classe de français, langue étrangère. Sept exemples tirés du Corpus Tours 1974: déroulement, niveau, suggestions d'activités.

LE CUNFF, Madeleine (1977) :

Sur le vif, St-Paul, Minn.: EMC Corporation, 254 p.

LECERY, Bernard, ROBINSON, Ian (1978) :

Les OVNI, Scarborough, Ontario: Prentice-Hall of Canada Limited, 96 p.

LEE, Vera G., GAUTHIER, Joseph D., S.J. (editors) (1970) :

La Vie des lettres, New York: Van Nostrand Reinhold, 256 p.

LEE, W.R. (1965) :

Language Teaching Games And Contests, London, Oxford University Press, 172 p.

LEE, W.R. (1969) :

Speaking Together, *English Language Teaching Journal*, 24, 1, October, 30-34.

Collective speaking is an essential technique in the elementary stages since it increases greatly the amount of practice each pupil gets. Advantages and disadvantages. When to use it in advanced levels.

LEHMAN, William et al. (1971) :

Le français courant, Part VI: Contemporary French, Miami, Dade County Public Schools, 32 p.

LEITH, W. (1979) :

Advanced French Conversation Through Popular Music, *The French Review*, 52, 4, March, 537-551.

Explains some of the insights and techniques used by the author in teaching advanced conversation through popular music. First, the student listens to a song several times. Then, attention is centered on pronunciation and grammatical difficulties. "Fill-in-the-blank" sheets are passed out and students try to find the missing words. Following this exercise, students are ready for discussion. Songs can also be a good way to teach culture and civilization. Some of the songs used are listed and discussed. Many examples are given.

LENARD, Yvone (1972) :

Trésor du temps: niveau avancé, New York: Harper & Row, 3[illegible] p.

LENARD, Yvone (1977) :

Parole et pensée, 3rd ed., New York: Harper & Row, 606 p.

LENARD, Yvone (1980) :

Elan, New York: Holt, Rinehart & Winston, 370 p.

LENARD, Yvonne, HESTER, Ralph (1967) :

L'art de la conversation, New York, Harper & Row Publishers, 254 p.

Propose des activités pour la classe de conversation notamment à partir d'articles de journaux et de photos tirées de films.

LEONG, Hugh (1980) :

The Debate: A means Of Elicing Semi Spontaneous Communication In The TEFL Classroom, *English Language Teaching Journal*, 34, 3, July 287-289.

Presents a suggestion for setting up a classroom debate that is both semi-controlled and free enough to give the students a feeling of real communication. The students have to list their arguments one day before the debate and come prepared to argue on either side. The day of the debate two teams of four or five members are choosen and they are told what stand they have. They then have twenty minutes to choose the order in which they will speak and prepare their arguments. One team is designated A and the other B. Each speaker is given 2 minutes. While the teams are arguing, the listeners have to prepare questions. The answering should be spontaneous. After all the students have spoken, it is time for the listeners to vote for the winning team.

LEVNO, Arley W. (1977) :

Rencontres culturelles: Cross-Cultural Mini-dramas, Skokie, Ill.: National Textbook Co., 117 p.

LICHET, Raymond (1969) :

Jeux du téléphone, in Burney, P. et Damoiseau, R., *La Classe de conversation*, Paris, Librairie Hachette/Larousse, 133-143, paru dans *Le Français dans le monde*, 30.

Présentation de divers exercices de conversation se déroulant au téléphone: demande de renseignements, le rendez-vous difficile à prendre, le dégagement difficile.

LIMOUZY, Pierre, BOURGEAQ, Jacques A. (1973) :

A vous la parole, manuel de conversation, New York: Charles Scribner's Sons, 269 p.

LINDSAY, P. (1974) :

The Use Of Drama In TEFL, *English Language Teaching Journal*, 29, 1, October, 55-59.

This article defines "Drama" as a way of helping students learn how to use the language in situations where they have to communicate. The author explains the importance of the opportunities to use language through role-playing in controlled and improvised situations. The teacher's role and attitude are also described in such a way as to establish a good class atmosphere for the four stages suggested in this article: 1) mime and drama, 2) expression of emotion, 3) role-playing, 4) improvisation. For each stage mentionned we are given the objectives to be reached, the level of learning concerned, the way the stage may be realized along with further suggestions.

LIVINGSTONE, Carol (1977) :

Streamed Groupwork - A Suggestion For Mixed Ability Adult Classes, *Modern English Teacher*, 5, 1, p. 11.

LOCKE, Robert W. (1979) :

What's On TV Tonight?, *Modern English Teacher*, 7, 2, 9-11.

LOGAN, Gerald E., BALS, Hilda H. (1976) :

Spanish Conversational Practice, Rowley, Massachusetts: Newbury House Publishers, 146 p.

LOGAN, Gerald E. (1973) :

Conversational Practice In Individualized And Traditional FL Learning: The Live Oak German Program, *die Unterrichts praxis*, 6, 2, 21-26.

Presents an individualized type of program written by the Live Oak High School teachers in order to solve two major problems encountered in implementing regular conversational activity for beginning and intermediate students in foreign language classes: the lack of materials and the difficulty of operating small groups within a larger class. The program permits the teacher to conduct small conversation groups periodically. Before the conversation takes place, students are asked to learn new vocabulary without knowing in advance the kind of conversation they will have to prepare. The weekly conversations last an hour.

LONDON, Dalton (1981) :

From Manipulation To Exploitation: Defining Our Objectives, *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 37, 4, May/mai, 739-745.

(Voir résumé: aspect général).

MACKEY, Charles (1982) :

Classroom Use Of French Newspapers And Magazines, *The French Review*, 55, 3, February, 386-387.

Describes a new interest among students for conversation, composition civilization and cultural components in class. The author describes a course at Simmons College in Boston entitled "The French Press". Students use 5 copies of different French newspapers. Mackey explains how teachers and students work with these papers and how they are able to improve their linguistic skills.

MALANDAIN, Jean-Louis (1982) :

Une bande dessinée pour apprendre à argumenter, macrofiche pédagogique, *Le Français dans le monde*, 166, janvier 45-51.

L'auteur nous propose une activité pour familiariser les apprenants à des procédés argumentatifs: l'utilisation de la bande dessinée. Il s'agit de remettre en ordre des élémens de la bande dessinée (bulles, images, bandeaux). Après avoir découpé les vignettes, les étudiants essaient de les remettre en ordre en argumentant sur l'emplacement de chacune. Il s'agira de faire acquérir des échanges langagiers tels que: cette image est avant parce que etc. Il faudra aussi introduire des procédés argumentatifs comme: Je ne suis pas d'accord, pourquoi pas? etc. Une autre forme d'activité avec la bande dessinée est proposée: le jeu de cartes. Il s'agit de découper les vignettes et de les distribuer comme un jeu de cartes. Le premier participant qui s'est débarassé de ses cartes en les mettant en ordre afin de reconstituer l'histoire gagne la partie.

MALEY, Alan, DUFF, Alan (1978) :

Drama Techniques In Language Learning, Cambridge University Press, 104 p.

Defines what is meant by dramatic activities. Says that we need to take more account of the appropriacy of language (the ability to match one's speech to the person one is talking to) instead of only teaching its form in terms of vocabulary and essential structures. Students should be aware of more than the mere physical setting; they should also know about role and status; mood, attitude and feelings as well as shared knowledge. Drama draws on the entire human resources of the class and each technique yields a unique result every time it is practised. Deals with some practical considerations: language preparation, space, when to stop, 'difficult customers', the use of the mother tongue, student-teacher relationship. Identifies 11 major categories of language acts which come up again and again. Follows 70 or so drama techniques divided in three sections that reflect the movement from controlled to freer types of exercises: observation, interpretation and interaction activities.

MALEY, Catherine A., SALGADO, Maria A. (1976) :

!Hablemos!: Temas contemporaneos para conversar o escribir, New York: Harper & Row, 206 p.

MARIANI, Luciano (1979) :

Developing Cuecards For Group Interaction, *Modern English Teacher*, 7, 1, September, 5-8.

MARIET, Jacqueline (1978) :

Des Documents authentiques pour la conversation, *Le Français dans le monde*, 137, mai-juin, 63-66.

Utilisation de bandes desinées (Les Brétécher) et de diapositives illustrant la vie quotidienne dans une petite ville française. Objectifs principaux du cours: parvenir à une meilleure connaissance de la langue française et "associer les aspects linguistiques et les aspects dits de civilisation trop souvent dissociés dans l'enseignement du français. Deux exemples d'utilisation.

MARSADIÉ, B., SAINT-PÉRON, R. (1973) :

Exploitation pédagogique des bandes dessinées de la presse des jeunes français, dossiers, *Le Français dans le monde*, 98, juillet-août, 25-32.

Exemples d'exploitation pédagogique de la bande dessinée destinée à favoriser l'expression orale, l'expression écrite ou la compréhesion écrite. La bande dessinée peut constituer un moyen de varier les exercices et de favoriser le passage "toujours délicat à une expresion libre", en plus de constituer un enrichissement culturel indiscutable.

MARTINO, Maria Carla (1982) :

Two Pictures For Dialogue Production, *Modern English Teacher*, 9, 4, April-May, 21-22.

MASSEY, Anthony, D., CASAVANT, Roseline, MCLEAN, Soeur Rita Marie (1976) :

Explorons!, Toronto: Copp. Clark Publishing, 205 p.

MASSON, Arthur (1966) :

Pour enrichir son vocabulaire, Bruxelles, Baude, collection "Bien écrire et bien parler", 378 p., 6e édition.

Cet ouvrage destiné à enrichir le vocabulaire, comme l'indique le titre, a déjà été utilisé comme matériel d'appoint dans la classe de conversation. Il comporte du vocabulaire (verbes, substantifs, termes propres, définitions de mots, etc.) regroupé autour de thèmes tels l'habitation, la vie domestique, la nourriture, le vêtement, la pêche, la chasse, etc. "[Son] but essentiel: amener un brave homme de chez nous [la Belgique] à employer le terme propre" (...).

Le volume comprend six parties intitulées: 1) Le corps humain; 2) La vie matérielle; 3) La vie intellectuelle; 4) La vie morale; 5) La politique; 6) La nature.

MAUBREY, Pierre (1973) :

Connaissance du français, Glenview, Illinois; Scott, Foresman and Co., 381 p.

MAZET, Maurice (1966) :

Proverbes et maximes, *Le Français dans le monde*, 39, mars, 34-35.

L'utilisaion des dix premières minutes de la classe de conversation pour l'étude rapide d'un proverbe ou d'une maxime française constitue une excellente introduction. Plusieurs exemples.

MCCONNELL, G. Robert (1973) :

Nouvelles contemporaines, Montréal: Editions Aquila Limitée, 112 p.

MCCONNELL, G. Robert (1974) :

Québec raconte..., Montréal: Editions Aquila Limitée, 143 p.

MCCONNELL, G. R. (1975) :

Voici le Québec, Montréal, Aquila, 64 p.

MCCONNELL, G.R., TAGGART, G., BOUCHEREAU, Y., BEGIN, L.A. (1976) :

Vie du Québec, Montréal, Aquila, 88 p.

MCGREGOR, Elspeth (1974) :

Advanced English Conversation Classes, *English Language Teaching Journal*, 28, 4, July, 349-353.

MCKENNA, John (1974) :

The Proverb In Humanistic Studies: Language, Literatures And Culture; Theory And Classroom Practice, *The French Review*, 48, 2, December, 377-391.

MEANEY, Ken (1976) :

Who Needs A Teacher? - An Alternative To The "Conversation Class", In Viljo Kohonen & Liisa Nummenmaa, *Kielikeskusuutisia*, 4, 27-31.

This article describes an alternative approach to the conversation class in which an inhibiting factor is absent: the teacher. Students are divided into groups of four of five. At each session the group, under the leadership of a chairman, discusses a topic of their own and these discussions are recorded and later monitored by the teacher. The recording 1) provides the students with immediate motivation (they know they are going to be listened to), 2) enables the teacher to check the progress and weaknesses of the group though it is said the improvement in the language competence is less important than activating the language students already possess and 3) prepares the students for the final examination. The criteria for passing are: that the student has something to say; that he is able to say it, that he is able to say it intelligibly. This approach has given good results with high motivated university students.

MENNÉ, Saxon (1976) :

Conversation Via Role Playing, *Modern English Teacher*, 4, 2, 8-10.

Suggests an approach using role-playing to get all the students talking to each other. After working on a text, isolating and drilling structures and preparing the students for their roles, the teacher separates the class into small groups, gives a role to each member and tells the students what they are expected to do. During the activity when they start, the teacher takes notes which are given to them at the end of the exercise. The teacher asks them to start the role- playing again, only this time using the teacher's suggestions so as to improve their role-plays. Teachers can use Q-cards or make their own material.

MENTING, J.P., POURV, A. (1975) :

Entraînement de l'élocution à l'aide d'un modèle dans le laboratoire de langues, *IRAL International Review of Applied Linguistic*, 13, 2, May, 146-150.

Expérience réalisée auprès de 23 étudiants de français L2 de niveau avancé démontrant que le laboratoire de langues peut servir à "des exercices" d'élocution d'un type plus libre et plus complexe que ceux qu'on y présente en général."

MESSNER, Dieter M. (1969) :

Increased Communication in Language Learning, *The Journal Of Experimental Education*, 37, 4, Summer, 45-47.

(Voir résumé: intervenants).

MEYER, Gertrud E. (1976) :

A German Language Continuum: Kindergarten Through Grade 5, Milwaukee Public Schools, Div. of Curriculum and Instruction, 36 p.

MILES-HERMAN, Marilynne (1978) :

The Collection, Creation And Analysis Of Oral English As An Additional Language Game (K-Adults), Vancouver, Educational Research Institute of British Columbia.

Eighty-one selected oral games are described with objectives, procedures, preparation, analyses and materials. Suggestions given by teachers from Vancouver state that games should be brisk and involve a maximum number of students, offer a change of pace, be an "acculturation/enculturation" process, demonstrate the various social levels of English; start with a model and follow with an imitation, have clear directions, be within the ability range of all pupils and differentiate between children and adults in type and style of all games. This report also outlines current research and stresses the need for more research in all kinds of games. Also describes methods for evaluation.

MILLER, Neil (1977) :

Conversation In Portuguese: Points Of Departure, East Meadow, New York: Published by the Author, 106 p.

MOLLICA, Anthony, ed. (1976) :

Joie de vivre. Toronto: Copp Clark, 224 p.

MOLLICA, Anthony, STEFOFF, Donna, MOLLICA, Elizabeth (1973) :

Fleurs de lis (Anthologie d'écrits du Canada français). Toronto: Copp Clark, 205 p.

MOLLICA, Anthony (1973) :

The Reading Program And Oral Practice, *The Canadian Modern Language Review/La Revue canadienne des langues vivantes,* 29, 2, January/Janvier, 46-51.

MOLLICA, Anthony (1976) :

Cartoons In The Language Classroom, *The Canadian Modern Language Review/La Revue canadienne des langues vivantes,* March/mars, 424-444.

MOLLICA, Anthony (1978) :

The Film Advertisement: A Source For Language Activites, *The Canadian Modern Language Review/La Revue canadienne des langues vivantes,* 34, 2, January/Janvier, 221-243.

MOLLICA, Anthony (1979) :

Games And Language Activities In The Italian High School Classroom, *Foreign Language Annals,* 12, 5, 347-354.

MOLLICA, Anthony (1979) :

A Tiger In Your Tank: Advertisements In The Language Classroom, *The Canadian Modern Language Review/ La Revue canadienne des langues vivantes*, 35, 4, May/mai, 691-743.

Discusses three functions of language used by advertisers to promote the sale of their products: 1) the conative function: to promote the reader's behaviour, inducing him/her to buy a product; 2) the emotive function; 3) linguistic shock: transfering words or expressions to an "unusual" situation. Other means are stressed as "Phonosemanticity" ("Chargex". Argent content"), allusions ("Et puis Evan créa le parfum..."), humour, endorsements (an ad in which a well-known personality appears). Advantages and pedagogical applications of advertisements are numerous: oral discussion, comparison of advertisements, the making of advertisements, role-playing, etc.

MOLLICA, Anthony (1981) :

Visual Puzzles In The Second-Language Classroom, *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 37, 3, March/Mars, 583-622.

It deals with games in language methodology. It shows that the element of fun should not be left out in the process of learning, and that it stimulates communicative interactions. The author proposes a three-component model for the "visual" puzzle: a) Additive Visual Element; b) Integrated Visual Element; c) Pure Visual Element. The author suggests: 1) For recalling single vocabulary items: missing items, memory test, anachronisms, stick figures, maps, adverbial descriptions, object associations, intruders, letters of the alphabet, rebuses, frenettoglyphics, secret codes, crossword puzzles and cartoons; 2) For promoting discussion conversations: visual puzzles, mystery puzzles, cultoons, sequencing, logical deductions.

MORAIN, Genelle (1979) :

The Cultoon, *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 35, 4, May/mai, 676-690.

Describes a technique using cartoons to depict a point of culture. The format of a cultoon (culture and cartoon) includes 1) a cartoon portraying an incident leading to a cross-cultural misunderstanding 2) a script describing the action 3) points of discussion which clarify the cultural difference involved. Students can work in groups to formulate their hypotheses before presenting them to the class for discussion. Many examples of cultoons are provided.

MORGENSTERN, Douglas (1976) :

Eight Activities For The Conversation Class, *The Modern Language Journal*, 60, 1-2, January-February, 35-38.

Eight activities for the intermediate or advanced level class: last people on earth, the victim, modified "sensitivity session", circular narrative, description of paintings, visual reproduction, improvised drama, the trial. Duration and description of each activity is provided.

MOSKOWITZ, Gertrude (1978) :

Caring And Sharing In The Foreign Language Class, Newbury House Publishers, Inc. Rowley, Mass., 343 p.

More than 100 techniques known as humanistic, affective, or awareness exercises are given. They are intended to bring out the best in the students. They attempt to blend what students feel, think and know with what they are learning in the target language. The techniques have all been tested in the classroom and are for all levels of language. The activities are motivating, fun and interesting to participate in. They encourage the students' desire to express themselves in the target language. The topics are sequenced to prepare the teacher with what he needs to know in order to start humanistic techniques in the class: Chapter I reveals some ideas from humanistic education, chapter 2 gives pointers on how to conduct humanistic activities successfully, etc. Appendixes A and B provide supplementary vocabulary which is useful in a number of the exercises. Appendix C shows how to decorate the classroom and appendix D consists of 5 parts which summarize and act as a cross reference for the information given earlier about each exercise. There is also a chapter which helps the teacher to write his own humanistic exercises and another one which is about training teachers in humanistic techniques.

MOULDING, Sandra (1977) :

Developing All Four Skills, *Modern English Teacher*, 5, 4, November, 15-16.

MOWAT, J.D. (1972) :

Oral English In The Primary Schools Of The Gilbert And Ellice Islands, *English Language Teaching*, 27, 1, 94-99.

Development of an oral English course in the primary schools of one of the most remote group of islands in the world. Four methods used: The Tate method based on the principles of doing and saying, imitation and repetition; the morning talk i.e. to give an account of what students do every morning; the sentence patterns and the story-telling. A description of each activity with examples is given.

MUGGLESTONE, Patricia (1977) :

Role-Play, *Games And Simulations In English Language Teaching, ELT Documents*, 1, 14-17.

Role-play ranges from 1) "participation in everyday situations in which the learner plays himself in his everyday roles" 2) " participation in specific dramatisations in which the learner plays a definite role and is assigned definite ideas and attitudes". Role-play activities provide the learner with a 'rehearsal' for real life, intensive oral practice and an opportunity to develop and test communicative competence. However, role-play might fail to provide a "rehearsal" for real life if the roles are irrelevant and if the model of interaction is irrelevant to the learner's future experience.

Many teachers use their own model of interaction where they correct the learners' language and behaviour in role-play. Such an intuitive model should be replaced by a more relevant one.

MUGGLESTONE, Patricia (1977) :

The Primary Curiosity Motive, *English Language Teaching Journal*, 31, 2, 111-116.

The curiosity motive is innate and universal. It finds expression in three ways: 1) need for environmental conditions that afford variety; 2) a need for physical activity; 3) a need to be mentally alert. Some implications for teaching English as a foreign language are given on three aspects of the teaching situation: physical resources, organisation and activities. On physical resources, it is said that teaching the language can be presented in context by bringing into class authentic material. It is suggested that organization vary according to the type of grouping, that material should be adapted to the pupils, that feedback should be given to the student on his performance, and that language activities should be presented as problems to be solved in roleplays, games, correction activities and presentation of new items for example.

MULLEN, Dana (1972) :

Fluency First: Instructor Training Course, Prince Albert (Saskatchewan), Training Research and Development Station, 150, p.

(Voir résumé: intervenants).

MURRAY, Heather (1980) :

"Practice And Communicative Competence -- Too Much Of A Bad Thing, Acts Of The Colloquium Of The Swiss Interuniversity Commission Of Applied Linguistics, *Bulletin CILA*, 31, 49-54.

(Voir résumé: courants).

NATION, I.S.P. (1977) :

The Combining Arrangement: Some Techniques, *Modern Language Journal*, 61, 3, 89-94.

NATION, Paul (1980) :

Nurse Station, *Modern English Teacher*, 7, 3, 15-16.

NEBRASKA STATE DEPT. OF EDUCATION, Div. of Instructional Services (1972) :

Simulations In Foreign Languages, Lincoln, May, 99 p.

A group of simulations whose goal is to have the student direct his learning in the basic skills toward an immediate objective and to allow him to apply these basic skills to real life situations. The units include 1) greetings and farewells 2) introductions 3) numbers, dates and time 4) weather 5) communication-telephone 6) communication-correspondence 7) shopping 8) mealtime 9) daily living 10) dating 11) leisure activities-sports. These are for French, German and Spanish. There is a Latin unit which includes 1) travel 2) time, dates and numbers 3) correspondence 4) shopping and 5) chariot racing. Each unit includes performance objectives, sample activities and sample items. A brief cultural addendum is also included.

NICKOLS, Helen R. (1975/1976) :

How - Some Aspects Of My Work At Player Comprehensive School - Nottingham, *Audio-Visual Language Journal*, 13, 3, Winter, 139-141.

Deals with some ways of teaching French to a very low ability group of pupils according to their needs and difficulties. The lessons were based on two areas: listening and background knowledge. One of the chief aims with the group was basic communication.

NORTON, Brian, NORTON, Jacqueline (1972) :

La Presse, Lexington, Massachusetts: D.C. Heath and Co., 297 p.

NUSBAUM, Marlene Ackerman (1980) :

The Creative Conversational Classroom: Generating A Syllabus For Communicative Competence, Ph. D. Dissertation, Brown University, 220 p.

(Voir résumé: aspect général).

OATES, Michael D. (1972) :

Principles And Techniques For Stimulating Foreign-Language Conversation, *Foreign Language Annals*, 6, 1, 68-72.

The techniques used by the teacher during pattern practice drills and other partial skills exercises cannot be used to make students converse. Certain techniques are explained to help teachers to encourage active use of the foreign language and, since expressing themselves increases motivation, students are encouraged to express themselves as often as possible.

OBANYA, Pai (1975) :

Oral Work In Large French Class, *West African Journal Of Education*, October, 19, 3, 361-367.

(Voir résumé: aspect général).

OMAGGIO, Alice C. (1979) :

Games And Simulations In The Foreign Language Classroom. Language In Education: Theory and Practice. 2, 13, 1611 North Kent Street, Arlington, VA: Center for Applied Linguistics, 58 p.

OMAGGIO, Alice (1976) :

Real Communication: Speaking A Living Language, *Foreign Language Annals*, 9, 2, April, 131-133.

Some ten examples of small-group activities using the jigsaw puzzle method (each person in a group has a piece of information) as a way of creating the desire to speak and listen in the language classroom. As an example, each student in a group of five is given a part of a story: the group is to rebuild the narration.

ORTALI, Ray (1972) :

Entre nous - Conversation et culture. New York: The Macmillan Company, 405 p.

O'BRADY, Frédéric (1973) :

Propos pertinents et impertinents. New York: Charles Scribner's Sons, 240 p.

O'BRIEN, Maureen M. (1975) :

Group Learning In The Language Classroom: The Use Of The Strip Story As A Teaching And Learning Technique, M.A. Thesis, August, Hawai, 83 p.

Describes a group-learning approach whose aim is to help students develop their communicative competence through real situations. The "Strip Story" is an adaptation of scrambled story exercises in which the participants must reassemble a story through verbal interaction (each student is given a part of the story). A study conveyed with five adult Japanese who were given the Strip Story exercises for four weeks showed that: 1) listening comprehension is an active process; 2) students use extralinguistic cues to convey meaning; 3) students produce real unpredictable communication; 4) a non-threatening atmosphere is more conducive to learning; 5) students are able to retain their own identity; 6) students feel more positive about learning and speaking English.

PAES BARRETO, Lilly L. (1973) :

Conversation In A Classroom Situation, *Modern English Journal*, 4, 3, October, 183-186.

This article presents six techniques that have been succesfully applied in conversation class: 1) student one asks a question to student two who answers and in turn asks a question to student three and so on; 2) role-playing (groups of two students); 3) questions on a text; 4) debates on a "hot" topic; 5) telling a story and giving only clues to the ending: the students have to think up an appropriate ending first individually and then collectively; 6) creating a group situation in which each student has a role to play. As a first step, it is suggested that the teacher and the students introduce themselves to each other and that the students sit in a circle. It is also suggested that an assessment of the conversation class should be made by the teacher or the students.

PALKA, Ewa (1981) :

A Structure Conversation Game, *Modern English Teacher*, 8, 4, February, 14-16.

PAPALIA, Anthony (1976) :

From Manipulative Drills To Language For Real Communication, *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 32, 2, January/Janvier, 150-155.

Thirteen techniques used to encourage discussion in the language classroom. They provide tools for moving from manipulative drills to communicative language. A description of each along with examples are given: the interview, you and I, values continuum, values voting, rank order, twenty things I like to do, incomplete sentences, role playing, advertising and so on.

PATENAUDE, Gerald (1972) :

What Are You Planning For Your Grade Second Credit Courses in French? *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 29, 1, October/octobre, 52-59.

PAULSTON, Christina B. (1975) :

Educational Activities: Practical Implications For The Classroom, paper presented at the UNESCO meeting of Experts on the Diversification of Methods and Techniques for Teaching a Second Language, Paris, 26 p.

Gives practical suggestions for the English as a second language teacher in preparing adult foreign students for academic life in the United States. Activities are divided into three sections: speaking, reading and writing. The books used as well as the activities are described. The teaching of pronunciation is done through a sound-symbol approach.

PEREZ, Marcel (1976) :

Vers un enseignement de la compétence à communiquer: Ebauche d'une méthodologie de la classe de conversation, Mémoire de maîtrise, Université de Montréal, 342 p., publié en 1982 à Québec, C.I.R.B., B-110, 252 p.

(Voir résumé: aspect général).

PEREZ, Marcel (1982) :

Rôles et fonctions du moniteur de langue, Québec, Collège Vanier, Vidéocassette, 47 min., couleur.

(Voir résumé: intervenants).

PFISTER, Guenter G. (1973) :

A Dialogue Reinforcement Schedule Is A Workable Alternative To Dialogue Memorization, *Foreign Language Annals*, 6, 4, May, p. 531.

A dialogue reinforcement schedule as an alternative to weekly dialogue memorization. The teacher spends the first and last minutes of each class reciting the previous weeks dialogues. After the fourth week, the first dialogue can be dropped since it will have become "part" of the student. Advantages of this procedure are provided.

PIERON, C. (1978) :

Français fonctionel et travailleurs étrangers: expérience d'oral avec des débutants, *Mélanges pédagogiques 1978*, C.R.A.P.E.L., 105-138.

(Voir résumé: courants).

PIKE, Graham (1980) :

Role-Play Simulation Games, *Modern English Teacher*, 7, 1, January, 15-17.

PIMSLEUR, Paul (1972) :

Sol y Sombra, Harcourt Brace Jovanovich, Inc., 224 p.

PORTER LADOUSSE, Gillian (1979) :

Putting 2+2 together, *Modern English Teacher*, 7, 2, November, 18-19.

PORT-FOX, Judith (1980) :

The Lost Property Game, *Modern English Teacher*, 7, 4, April, 14-15.

POSTOVSKY, Valerian A. (1974) :

Effects Of Delay In Oral Practice At The Beginning Of Second Language Learning, *The Modern Language Journal*, 58, 5-6, September, 229-239.

Proposes that recognition knowledge (decoding) is the prerequisite for the development of retrieval knowledge (encoding). A description of the experiment. Results principally suggest that adult students develop better overall language proficiency when oral practice is delayed at the beginning of instruction, provided that this period is devoted to training in aural comprehension and written practice from spoken input.

POTTER, Edithe, J. (1971) :

French Conversation For Young Adults, *The Modern Language Journal*, 55, 8, December, 505-507.

Describes a third-year college French conversation course, organized to a large extent by students. Class activities included: class discussion on current problems, chain conversation, debates, prepared dialogues acted out in front of the class, "volunteers" answer their classmates' questions on a subject announced before hand. As students learned to play an increasingly active part, the class was no longer teacher-centered but rather student-centered.

PUREN, Christian et al. (1981) :

A comme..., *Le Français dans le monde*, 160, 47-54.

RAMSEY, G. (1978) :

Play Your Part, London,Longman, 33 p.

RAYNAUD, Jean (1976) :

De la microconversation au "minidossier", *Le Français dans le monde*, 120, avril, 10-12.

Si l'élève a l'impression de franchir une étape à chaque nouvelle leçon, il peut devenir insatisfait du petit nombre d'étapes que lui permet de franchir une méthode audio-visuelle dont les unités pédagogiques sont "généralement trop chargées". Pour corriger cette situation, l'auteur propose le recours au "Minidossier" qui exerce un certain attrait au moyen d'un nouveau dialogue et d'une situation nouvelle. Le minidossier se présente sous la forme d'une "suite de microconversations avec support visuel fourni par le tableau feutre". Deux exemples.

REBOULLET, A., FRÈCHE, J.J. (1979) :

A comme..., 60 fiches de pédagogie concrète pour le professeur de français, Paris, Hachette, 68 p.

Fiches pédagogiques rédigées par une cinquantaine de praticiens et sélectionnées par les auteurs. Un certain nombre devrait être utile à la classe de conversation.

REINERT, Harry (1974) :

Extending The Teacher: From Text To Context, *The ACTFL Review Of Foreign Language Education*, 6, 275-298.

(Voir résumé: Intervenants).

RICE, Ruth (1978) :

Exploring Careers In Foreign Languages, 50 Spirit Masters. Portland: J. Weston Walch.

RICHTERICH, René, SCHERER, Nicolas (1975) :

Communication orale et apprentissage des langues, Paris, Hachette, 138 p.

Fascicule de cinquante activités pédagogiques décrites de façon "heuristique" - pour amener l'apprenant à découvrir certains aspects du fonctionnement de la communication orale - et "pédagogique" - pour aider l'apprenant à pratiquer la communication orale. Toutes les activités sont présentées de façon uniforme. Elles portent un titre (Le dialogue "Muet": un mot parfois suffit; tu vas où? Où vas-tu? Où est-ce que tu vas?) et sont analysées du point de vue de la fonction (demander offrir / refuser une chose, un service, une information") de l'intention pédagogique, de l'objectif global d'apprentissage, du contenu, des participants, du lieu/moment, du canal et du registre.

RICHTERICH, René, SCHERER, Nicolas (1975) :

Communication orale et apprentissage des langues. Quelques activités pédagogiques, *Le Français dans le monde*, 114, juillet, 34-41.

Le présent article reprend un extrait de l'introduction de l'ouvrage du même titre, quelques remarques sur l'utilisation des activités, la description de deux activités reliées aux fonctions de demander / refuser une chose, relater / démentir un fait et, l'application de ces deux activités en classe de langue.

RINKUS, Jerome J. (1979) :

Developing Mature Conversational Skills in Elementary Russian Courses, *Russian Language Journal/Russkii yazyk*, 33, 114, Winter, 15-20.

(Voir résumé: aspect général).

RISSE, Jean (1975) :

L'entraînement à la conversation à partir d'un support visuel, *Le Français dans le monde*, 110, janvier, 27-29.

Relate une expérience d'entraînement à la conversation à partir d'une affiche de cinéma: recherche du matériel, recherche de l'impression générale créée par le personnage et recherche des "mythes" profonds que sous-tend ce type de médium.

RIVERS, Wilga M. (1973) :

Nos étudiants veulent la parole, *Le Français dans le monde*, 94, janvier-février, 20-30.

(Voir résumé: Intervenants).

RIVERS, Wilga M. (1975) :

A Practical Guide To The Teaching Of French. New York: Oxford University Press, 356 p.

ROBERTS, Jon (1981) :

Discussion Through Decision Making, *Modern English Teacher*, 9, 2, November, 31-34.

ROBERTS, Philip (1975) :

Extracts From Plays For Discussion, *Modern English Teacher*, 3, 1, 5-6.

ROBINSON, Peter G. (1981) :

Role-Playing And Class Participation, *English Language Teaching Journal*, 35, 4, July, 384-386.

Role-playing is an old technique used in the ESL class to make more realistic conversation and communication among the students by assuming roles other than those of themselves. It can be useful and all the students must participate.

Role-playing and theatre are similar in that the role-player can stop playing and ask questions about his role, or about the language. Participation of the rest of the class and correction are thus resolved.

The basic form of role-play is improvisation. It may be prepared individually or in groups but never memorised (ex.: an omnibus story). The situation and the characters can be built up by the class (with help from the teacher). When the situation is played, role-players can be replaced or added. One to five minutes is sufficient. For better participation, scenes should be played in a visible place.

Role-play encourages interaction, is enjoyable and maximises real life communicative situation.

ROLLET, Jean (1970) :

Entraînement à l'expresion orale et à l'expression écrite(1), *Le Français dans le monde*, 71, mars, 17-24.

Méthode visant l'enseignement d'une "langue de communication" qui tient compte des niveaux de langue que l'apprenant se doit d'acquérir. Fondements théoriques, principes psychologiques et fondements linguistiques qui sous-tendent l'élaboration de cette méthode. Description du matériel utilisé et exemple détaillé de l'exploitation d'un montage. Titre des exercices: "la clé de l'événement"; "l'analyse de l'événement"; "entraînement à la ponctuation et à la transcription du dialogue"; "recherche des particularités de la langue orale"; "le croquis"; "dit de la mise en scène"; "dit du choix"; "recherche du vocabulaire spécialisé"; "le compte rendu".

ROLLET, Jean (1970) :

Entraînement à l'expression orale et à l'expression écrite (2), *Le Français dans le monde*, 72, avril-mai, 16-24.

Deuxième partie du dossier dont la présentation a été amorcée dans le No 71 de la même revue. Description de différentes activitées (buts, déroulement, progression) intitulées: "exploitation des empreintes sonores"; "recherche de renseignements sur le comportement des personnages"; recherche des principaux traits de caractère"; "exercice dit 'du portrait' "; "transposition en style indirect"; "exercice dit 'de niveau de langue'"; "préparation orale du récit"; "le récit proprement dit"; "recherche des problèmes qui se posent à chaque personnage après l'événement"; "préparation orale à la rédaction de la lettre"; "rédaction proprement dite".

ROOKS, George (1981) :

The Non-Stop Discussion Workbook, Problems For Intermediate And Advanced Students Of English, Rowley, Massachusets, Newbury House Publishers Inc., 145 p.

(Voir résumé: aspect général).

RUDY, Peter, YOUHN, Xenia L., NEBEL, Henri N., Jr. (1970) :

Russian: A Complete Elementary Course, New York, W.W. Norton and Company Inc., 520 p.

RUNTE, Roseann (1977) :

Focusing In On The Slide: Its Practical Application, *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 33, 4, March/mars, 547-551.

RUPRECTH, Alvina (1981) :

Les médias dans la salle de classe: l'enseignement du français aux étudiants en journalisme, *The Canadian Modern Language Review/ La Revue canadienne des langues vivantes*, January/ janvier, 37, 2, 320-328.

L'auteur de cet article explique la manière dont les médias sont intégrés dans le processus d'apprentissage lors d'un cours de français L2, de niveau avancé, à l'intention d'étudiants en journalisme et en communication. Ce cours conçu en fonction des besoins de ces non-francophones se fonde sur une approche fonctionnelle. Son contenu est défini par le matériel journalistique et il s'adapte à la fois à la pratique de l'oral et à celle de la lecture. "Ce contenu journalistique, malgré sa difficulté d'exploitation, motive la participation et stimule une réflexion qui donne lieu à des actes de parole dont l'intérêt pour les spécialistes en communication de masse est certain.

SALAMA, Nancy (1973) :

Let Them Speak, *English Language Teaching Journal*, 28, 1, November, 23-29.

Small dialogues constructed by the students at the beginning of each class help to practice the structures they learnt the day before. The teacher should let the students speak and help them only when it is really necessary. A detailed example is given.

SANDERS, Carol (1977) :

Improvisations And Oral Practice, *English Language Teaching Journal*, 31, 4, 280-284.

Describes a type of improvisation exercise that can help learners go from producing grammatically acceptable utterances in pattern drills to expressing themselves freely and coping with everyday situations the moment they arise. The degree to which the scene to play is unprepared increases with the students' level of competence. At the elementary level, students repeat simple dialogues and slight variations of them; at the intermediate level, students perform unprepared scenes with no "unknown" vocabulary or structures, at the advanced level, students do the improvisation without knowing what the other characters will do.

SANTONI, Georges V. (1975) :

Using Videotape In The Advanced Conversation Class, *Foreign Language Annals*, 8, 3, 233-238.

Discusses some experiments in using the videotape recorder with an advanced conversation class. After viewing films about the inhabitants of a small French Village, reading interviews and discussing the social reality they noticed, students were taped on three occasions: 1)each student assumed the identity of one village inhabitant and answered questions; 2) a debate took place among the villagers; 3) the villagers had to react to a young administrator sent from Paris (simulation game). Three dimensions of the conversation class were enlarged by the use of a videotape recorder: "1) a heightened emotional acuity; 2) broadened possibilities for self-analysis by students and teachers; and 3) a total picture available to the teacher of all students' interaction".

SANTONI, Georges, V. (1972) :

An Integrated Approach, Through Linguistic And Cross-Cultural Exercises, To Advanced Conversation, Paper presented at the 6th Annual Meeting of the American Council on the Teaching of Foreign Languages, Atlanta, Ga, November 24, 22 p.

In order to establish a link between language and culture, various techniques for integrating cultural subjects for advanced conversation classes are presented. Material is selected from different sources such as statistics, personal interviews, sociological studies and pictures. Detailed descriptions followed by examples (in French) of assignments and classroom activities are given. Techniques used are, for example, "dialogue dirigé, microconversation, grilles culturelles (questionnaire), mise en situation, discussion, débat." Students work in groups.

SAREIL, Jean, RUDING, William (1974)

Au jour le jour. Second edition Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

SAVAGE, Nadine Dumoy, FAILLIE, Marie-Henriette (1974) :

L'Esprit et la lettre: la grammaire appliquée. Englewood Cliffs, N.J.: Prentice-Hall, 328 p.

SAVIGNON, Sandra J. (1972) :

A l'écoute de France-Inter: The Use Of Radio In A Student-Centered Oral French Class, *The French Review,* 46, 2, December, 342-349.

SAVIGNON, Sandra (1975) :

Teaching For Communication, *Missouri Foreign Language Journal, November, 1-13.*

This article discusses the importance that should be given to communicative competence as compared to linguistic competence. The author suggests that the subjects of communication in L2 (as the non-verbal communication, the student's reaction to accent) should be discussed in class. From the author's experience, students who were given the opportunity for innovative self-expression outperformed students who had not benefited from such an experience. Both groups performed equally well on tests of proficiency. Classroom activities requiring spontaneous language as role-playing or games, as well as authentic communication such as radio programs are encouraged.

SAVIGNON, Sandra (1975) :

Lecture On Communicative Comptence, *Interdisciplinary Working Papers On Language Sciences*, 1, 1, 1-14.

SCANLAN, Timothy M. (1978) :

French Mail-Order Catalogue As Teaching Tools Vocabulary, Culture And Conversation, *The French Review*, 52, 2, December, 217-241.

SCARCELLA, Robin C. (1978) :

Socio-Drama For Social Interaction, *Tesol Quarterly*, 12, 1, March, 41-46.

Socio-drama is a type of role-play involving a series of student enactments of solutions to a social problem. The problem takes the form of an open-ended story containing one clear conflict. A description of the activity is given. Examples are provided. Numerous advantages of the activity are explained.

SCHERTZ, Pierre (1969) :

La Méthode "Voix et images de France" et les techniques audio-visuelles au service de la classe de conversation, in Burney, P. et Damoiseau, R., *La Classe de Conversation*, Paris, Librairie Hachette/Larousse, 114-122, paru aussi dans *Le Français dans le monde*, 13.

Présentation de "trouvailles pédagogiques" utilisées en classe de conversation: recours au magnétophone pour enregistrer le débat; la méthode "Voix et images de France" comme base de départ; usage du laboratoire de langues; recours au cinéma.

SCHLOSS, Brigitte (1977) :

Jeux linguistiques, Toronto: Ontario Institute for Studies in Education, 70 p.

SCHNEIDER, Marilyn, GAROJALD, Silvano (1971) :

Conversiamo un po!, New York: Appleton Century Crofts, 239 p.

SCHOLASTIC MAGAZINES, Inc. in association with Mary Glasgow Publications, Ltd (1970) :

Toute la bande, New York: Scholastic Magazines, Inc.,
Student Photo Guide, pp. 78.
Script Book, pp. 65.
Teacher's Notes, pp. 48.

SCHOLBERG, Kenneth R., SCHOLBERG, Diana E. (1980) :

Aquí Mismo, Rowley, Massachusets, Newbury House, 277 p.

SCHULZ, Renate A. (1977) :

From Manipulation To Communication, *Forum*, 9, 3, May, 8-18.

Apart from lack of motivation and insufficient time allowed for foreign language study, another reason for the failure to develop communicative competence might be found in the methodology used. Defines linguistic and communicative competence. To achieve communicative competence, meaningful situational contexts and the need to communicate are necessary. A list of some possible activities to develop communicative comptence is given: 1) listening comprehension and/or reading, reacting to true/false questions, following directions, guessing, 2) interaction technique such as interviews.

SCHWARZ, Martin (1972) :

Variété du conte français, New York: Holt, Rinehart and Winston, 580 p.

SCIARTILLI, Galizio (1977) :

Canovaccio: Cuecards For Role-Playing, *Modern English Teacher*, 5, 3, 14-15.

SEDWICK, Frank (1969) :

Conversation In Spanish: Points Of Departure, New York: van Nostrand Reinhold Co., paper, 127 p.

SELL, Rainer (1977) :

Early Emphasis On Speaking: An Associative Approach To Foreign Language Learning, *Foreign Language Annals*, 1, 103-113.

(Voir résumé: aspect général).

SELLEN, Derek (1980) :

The Great Rabbit Problem, *Modern English Teacher*, 7, 3, February, 25.

SEVIN, Dieter, SEVIN, Ingrid (1979) :

Zur Diskussion. A Modern Approach to German Conversation. New York: Harper & Row, Second Edition, 293 p.

SHACKLETON, Mark (1979) :

Describing A Potato, *Modern English Teacher*, 6, 6, March, p. 21.

SIMON, S.B., HOWE, L.W., KIRSHENBAUM, H. (1972) :

A la rencontre de soi-même, Québec, Les Editions de l'Institut de Développement humain, 399 p. (traduction de *Values Clarification, A Handbook of Practical Strategies for Teachers and Students*).

SINKA, Margit, M. (1978) :

Love And Marriage: A Modern Approach To Conversation. *Foreign Language Annals*, 11, 3, 271-273.

A one-semester activity consisting of matching students who will get married, find jobs, furnish homes, divorce, etc. Activities take place in the classroom as well as outside the class. It is said that the improvement in German speaking is remarkable at the end of the semester.

SION, Christopher (1979) :

Names, *Modern English Teacher*, 7, 1, September, p. 8.

SION, Christopher (1979) :

It's A Bear Climbing A Tree, *Modern English Teacher*, 6, 5, January, p. 17.

SKIRBLE, Rosanne (1977) :

Television Commercials In The Foreign Language Classroom, *Hispania*, 60, 3, September, 516-518.

Describes the use of television commercials as a point of departure for cultural or grammatical structural units. They can be used as an aid to cultural discussion such as debating conflicting ethnic values. They can also be the focal point for grammatical structural units and can be used as aids for grammatical pattern practice, writing, reading and speaking drills.

SMETANA, Josette, MYRON, Marie-Rose (1970) :

Mélange littéraire, New York: Holt, Rinehart and Winston, 222 p.

SNYDER, Barbara (1975) :

Encuentros culturales: Cross-Cultural Mini-dramas, Skokie, Illinois: National Textbook Company, 119 p.

STANISLAWCZYK, Irene E., YAMENER, Symond (1976) :

Creativity In The Language Classroom, Newbury House Publishers, Inc., Rowley, Massachusetts, 101 p.

STEELE, Ross, DEVILLE-BOURLON, Annie (1981) :

A comme... Au marché et à table, *Le Français dans le monde*, juillet, 162, 39-40.

Suggestions d'utilisation de la page du magazine *Elle* consacrée au marché et aux menus de la semaine. 1) jeux de rôles client-marchand 2) commentaires sur la liste 3) différences entre les divers types de menus 4) discussion sur la composition des repas 5) étude de recettes.

STEELE, Ross, GIROUD, Françoise, SERVAN-SCHREIBER, Jean-Jacques (1977) :

"*L'Express": textes pour l'étude de la langue et de la civilisation française*. Paris: Marcel Didier, pp. 278.

STEFAN, Max (1979) :

Dialogues et situations, 2nd ed., Lexington, Mass: D.C. Health & Co., 405 p.

STEWART, Philip (1973) :

Materials For Advanced Placement Language Courses: Some Suggestions, *The French Review*, 46, 6, May, 1192-1197.

STOATE, Courtney (1978) :

How To Use French-Canadian Resources, *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*. 34, 4, March/mars, 746-749.

STOLLER, Phyllis H., LOCK, Joanne T., WILSON, Virginia, WATTENMAKER, Beverly (1974) :

Real Communication In French. Upper Jay, New York: The Adirondack Mountain Humanistic Education Center, 1974, 92 p.

STURTRIDGE, Gill (1977) :

Using Simulation In Teaching English For Specific Purpose, *Games and Simulations In English Language Teaching*, ELT Documents, 1, 10-14.

"Simulation" seen as the simulation of a whole environment in which is set a task or problem to which the participants react is particularly suitable for use in ESP class because it is practical. The three phases of a simulation are: 1) presentation to the participants of the task, their roles, background information and technical data; 2) group or pair work and confrontration or discussion of the task or problem; 3) assessment of learner's performance, discussion of errors and intermediate remedial work. The role of the teacher is discussed in three phases.

ST.MARTIN, Gail M. (1978) :

Films In The Esl Classroom, paper presented at the Annual Conference of the National Association for Foreign Student Affairs (june 7-9, 1978, Iowa State University), 6 p.

Shows different ways of using films to improve second language skills at any level. Films serve as tools for teaching vocabulary, grammar speaking skills and composition at lower and intermediate levels. For speaking practice, the films might be shown without sound, allowing for narration or discussion in small groups. At intermediate levels, information and how-to-do-it type films can be useful. For advanced students, emphasize on vocabulary building and use longer and more complex films.

SVARE, Homa et al (1966) :

Conversational Persian, Peace Corps, Washington D.C., 34 p.

TABORN, Stretton (1976) :

Conversation In The English Classroom, *Praxis des Neusprachlichen Unterrichts*, 23, 1, 26-34.

(Voir résumé: aspect général).

TAYLOR, Barry P., NESSA, Wolfson (1978) :

Breaking Down The Free Conversation Myth, *Tesol Quarterly*, 12, 1, March, 31-39.

What students need most from a conversation class is not the opportunity to "talk" but rather explicit instruction in the "rules of speaking". An approach called "directed conversation" which combines role-play with a functional approach towards the teaching of sociolinguistic speech behavior is recommended. An example is given.

TAYLOR, Mary S. (1976) :

Values Clarification in EFL, *Cross Currents*, Autumn, 130-140.

Outlines the theory and development of Values Clarification and explores its possible application to English as a foreign language. Defines and gives examples of the five basic types of strategies: interviewing (the class interviews one of its members); rank-ordering (the students rank a number of comparable things according to importance); forced choice (the students must select one answer out of three); values continuum (Ex. "rape is worse than burglary" Disagree 0%―――――――Agree 100%. Each student writes his initials on the line); incomplete sentence (Ex.: On vacation, I like to ...). The goals of Value Clarification strategies are 1) to decrease the anxiety and embarrassment of making mistakes 2) to provide meaningful and real contexts in which to use English 3) to provide a focus for meaningful discussions 4) to acquire a grasp of how English works as a tool of communication 5) to learn the "Webster argumentation process" (for Japanese students).

TERRY, Robert H. (1978) :

Let's Get In The Swim Of Things, *Bulletin Of The Foreign Language Association of Virginia*, 32, 2, 87-92.

This is an attempt to "revamp" teacher's thinking of teaching a foreign language. The objective is to "appreciate a foreign culture" instead of near-native fluency. Terry analyses students' attitude vis-à-vis the foreign language class and suggests several activities that could interest them such as taking the students on an imaginary year long trip to France or learning reading skills by means of plays, dramas. Terry also tries to stimulate an innovative sense as far as teachers are concerned. He suggests other ways of verifying the degree of learning. A good strategy is to make students feel that they can actually do something productive and meaningful in the foreign language.

THEROND, M. (1955) :

Du tac... au tac, Formules, réflexes et images de la conversation française actuelle, Paris, Didier, 208 p.

Recueil de "formules ou d'images toutes faites qui émaillent sans cesse dans la conversation de chaque jour." Offrant une grande variété, "selon les personnes, les milieux, les circonstances", ces formules ont été regroupées sous trente-cinq thèmes (1- acceptation - adhésion - concession - consentement -accord; (2- réponses affirmatives - assurances; (3- appréciation favorable - félicitations - admiration - évaluation) et sont présentées sous forme de dialogues. Chaque chapitre comporte également une liste de "proverbes et de dictons" et des notes infra-paginales aidant la compréhension. S'il y a lieu, les mentions "familier", "très familier" et "populaire" accompagnent une phrase ou une expression. Le dernier chapitre consacré aux locutions de comparaison (je l'aime comme un fou) est suivi d'un index alphabétique des termes de comparaison, d'un index alphabétique des thèmes des chapitres et d'une table des matières.

THERRIEN, Melvin G. (1973) :

Learning French Via Short Wave Radio and Popular Periodicals, *The French Review*, 46, 6, May, 1178-1183

THOMAS, Pierre (1958) :

Elements Of Oral Practice "Cours 76", Middlebury (Vermont), Ecole française d'été, Bowen Press Inc. Decatur, Georgia, 78 p.

Fascicule présentant la matière au programme d'un cours de six semaines de l'Ecole française d'été de Middlebury. Ce cours vise à amener l'élève a) à "comprendre le français parlé", b) à "poser des questions se rapportant à un texte donné" c) à "répondre à des questions se rapportant à un texte donné". Le travail se déroule comme suit: 1. audition de textes traitant de grands thèmes (ex. l'habitation, la santé) suivie d'une série de questions et de réponses; 2. à la maison, lecture du texte entendu, étude du vocabulaire, préparation de questions auxquelles l'étudiant s'entraîne à répondre; 3. classe de conversation (on se pose des questions, on y répond); 4. dictée et examen.

THOMAS, Pierre (1966) :

Conversation et vocabulaire "cours 75", Bethel (Maine), 109 p., 1ère édition en 1948.

Fascicule présentant la matière au programme d'un cours de conversation intensif de six semaines du collège de Middlebury. Il est destiné aux élèves "qui ont déjà suivi un cours de conversation élémentaire". Il contient du vocabulaire, des formules et des phrases regroupés selon la "forme du discours" (la définition, le compte rendu, la comparaison) ou sous divers thèmes (les boissons, l'éclairage, l'éducation intellectuelle). L'auteur explique la "méthode de l'organisation pratique": 1° remarque en vue de "l'emploi correct du vocabulaire" relié à un sujet donné pour la leçon du lendemain; 2° (à la maison) préparation par l'élève de l'exposé du lendemain; 3° (en classe) exercices de réutilisation du vocabulaire, exposé, discussion.

Chaque leçon comporte une présentation du vocabulaire, des sujets d'exposé, des indications pratiques sur la manière de préparer la discussion.

A l'intérieur de chaque leçon, le vocabulaire est présenté sous des sous-titres clairs: chaque élément de vocabulaire est introduit dans un syntagme ou dans une phrase. A la fin de la leçon, on retrouve des sujets d'exposé, de discussion ou de conversation.

THOMAS, Ursula (1977) :

Developing Language Skills Through Grouping, paper presented at the conference on New Methodologies in Modern Language Teaching (Cedar Falls, Iowa, October 28-29), 7 p.

(Voir résumé: Intervenants).

TRUSSEL, Stephen (1979) :

Kiribati (Gilbertese): Communication And Culture Handbook. Peace Corps Language Handbook Series. Brattleboro, Vt., School for International Training, 450 p.

TURNBULL, Ronald M. (1981) :

An Application Of The Interview Role-Play, *English Language Teaching Journal*, 35, 4, July, 379-381.

Describes an application of the role-play technique. Three members of the class are picked out as candidates for a scholarship. The rest of the class constitutes the selection committee. One student is appointed chairperson and is given a card outlining the committee's function. In a large class the committee is broken down into three groups. The groups prepare their questions while the candidates are each given a card on which they find certain information. Each interview lasts between five and ten minutes. After the three interviews, the committee discusses and comes to a decision as to who will receive the scholarship. The activity makes each student "work"; the situation is realistic and a decision must be reached.

TURNER, Thomas C. (1973) :

A Project Approach To Intermediate Spanish, *Hispania*, 56, 3, September, 631-632.

Presents a five part program designed to meet the specific concerns and interests of intermediate Spanish students. The program includes 1) an intensive grammar review 2) cross-cultural debates 3) acquisition of survival vocabularies 4) games which imitate real-life situations 5) the creative use of puppetry. Examples are given.

UR, Penny (1980) :

The Conversation Class, *Modern English Teacher*, 7, 4, April, 5-7.

(Voir résumé: aspect général).

UR, Penny (1982) :

Discussions That Work. Task-Centered Fluency, Cambridge, Cambridge University Press, 122 p.

URBAIN, W. (1972) :

L'expression spontanée et ses applications à l'apprentissage des langues vivantes, Paris, Cesdel (Centre d'expression spontanée dramaturgique et linguistique).

URBANIC, Anne (1979) :

The City: A New Approach To Conversation Classes, *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 36, 1, October/octobre, 97-104.

The three basic pedagogical problems that the second-language teacher must take into account are 1) the student's individuality 2) the interest factor 3) the student's level of proficiency. This paper describes an approach using the idea of an imaginary trip through a city during which students act as "tourist guides" for a place each of them has previously chosen. Maps, brochures and postcards are distributed throughout the trip. At the end of the experimental course that took 3 fifty minute periods, twenty-one out of twenty-two students found the lesson a useful one: negative comments were few. The high frequency of recalled words in a test of recall given two weeks after the end of the "trip" is an encouraging indicator that the imaginary trip as a conversation topic is effective.

URZUA, Carole (1977) :

Doing Things With Language: Informing, Austin (Texas), Dissemination and Assessment Center for Bilingual Education, 56 p.

A series of 44 activities designed to encourage children to use oral language in natural, spontaneous ways. The activities are printed on cards. The "informing" activities contain 1) informing by description 2) by narration 3) by classification 4) by evaluation. The activity cards describe the materials needed, special instructions for the teacher and supplementary activities. All information is in English, though the activities could easily be conducted in any language. The kit also includes an explanatory booklet.

VADDÉ, Jean-Pierre (1977) :

Conversation et télévision, *Le Français dans le monde*, 130, juillet, 24-26.

Cet article fait état du cours de conversation française "Parlons français" réalisé en Tchécoslovaquie dont la conception s'inscrit dans "le mouvement général de réflexions critiques à l'égard de l'audio-visuel". Il consiste en une série de films destinés aux élèves de fin niveau 1 et mettant en vedette deux actrices tchèques de grande renommée ainsi qu'un touriste français. Les scènes se passent en Tchécoslovaquie, pays où le Tchèque sera le plus souvent amené à pratiquer le français. Commentaires sur les principes méthodologiques et la langue utilisée. La civilisation française est considérée du point de vue tchèque. Schéma d'une leçon.

VALDMAN, Albert, BELASCO, Simon, STEINER, Florence (1972) :

Son et sens. Glenview, Illinois: Scott, Foresman and Company, 456 p.

VALENCIA, Pablo, MERLONGHI, Franca (1980) :

En contacto! A First Course in Spanish. Boston: Houghton Mifflin, 397 p.

VALETTE, Jean-Paul, VALETTE, Rebecca M. (1978) :

C'est comme ça. Lexington, Mass.: D.C. Heath, 280 p.

VALLIER, Jean (1976) :

La classe de conversation avec des adultes dans un milieu urbain de langue anglaise, *Le Français dans le monde,* 120, avril, 27-31.

(Voir résumé: aspect général).

VARRO, Gabrielle (1969) :

Des articles de presse dans les cours de conversation, *Le Français dans le monde*, 66, juillet-août, 35-43.

Description d'une méthode expérimentée dans des classes d'adultes "cadres" utilisant des articles de presse comme support de la leçon. Exemple détaillé du déroulement d'un cours: analyse de l'article, compte rendu ou résumé, conversation libre.

VELACCIO, Lydia, ELSTON, M.C. (1972) :

Let's Talk Italian. London: University of London Press Ltd., pp. 192.

VIGNER, Gérard (1979) :

Parler et convaincre, Paris, Hachette, 112 p.

Cet ouvrage, destiné à un apprentissage individuel ou à une utilisation en classe, guide l'apprenant - qui veut "prendre la parole pour convaincre" - dans l'analyse de la situation de communication dans laquelle il évolue et dans le choix des mots et des expressions justes et efficaces. Il regroupe des expressions courantes (ex.: à mon avis..., à mon point de vue, il semble que, pour ma part, moi personnellement) sous des actes de parole (ex. donner son avis). La combinaison de ces expressions permet la production de discours diversifiés adaptés aux intentions de communication de chacun. Comporte trois parties: organisation, actes et stratégies sur des thèmes se rapportant aux problèmes les plus actuels de la vie contemporaine.

VILLANI, Sergio (1977) :

Communication in An Experimental Foreign-Language Class, *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 33, 3, January/Janvier, 373-378.

An experimental course was developed to foster communicative skills and to stimulate a sound attitude towards the target language in a relaxing atmosphere between teacher and student. The "oral survival" class met three times a week in activities designed to break inhibitions, encourage communication and stimulate an interest both intellectual and enjoyable: situational role-playing, discussion based on reading assignments and mixed activities such as games, active grammar, etc. were part of the program. The correction of errors was made at the end of each lesson. At mid-semester, testing showed that the students had improved in their fluency as well as in their disposition towards French. They asked for more phonetic practice and discussion. Lessons to be drawn from this course are: 1) the students must be involved in exercises that engage them actively in the learning and teaching process 2) they must be able to reduce their self-consciousness about making mistakes and gain confidence to persevere 3) an "oral survival" class would be of interest to those who simply want a practical verbal ability in a L2.

VINOGRADE, Ann C. (1977) :

Non-Textbook Materials in Russian Civilization Classes, *Russian Language Journal/Russkii zazyk*, 31, 109, Spring, 21-24.

Discusses supplementary material used in Russian classes: a book about Russian paintings provides topics for discussion and oral reports; a Russian desk calendar is used for readings; a student is asked to report to the rest of the class an event which occurred on a particular day. This type of supplementary material gives the students the feeling of reading "unprepared-texts".

WALZ, Joël (1978) :

Assertive Communication For Foreign Languages, Paper presented at the annual meeting of the American Council on the Teaching of Foreign Languages (Chicago, Illinois, November 24), 14 p.

Assertiveness training activities can make the classroom a more realistic environment since they enable students to practice communication in situations where they will be asked to express their feelings. In the activities the teacher becomes a leader (and not a therapist) who helps students express their ideas in the target language. The activities encompass all levels of ability. They involve all four skills. Sixteen activities are proposed.

WALZ, Joël (1980) :

Realistic Communication Through Assertiveness Training Techniques, *Foreign Language Annals*, 13, 4, September, 279-284.
The assertiveness training techniques can be adapted to the foreign language classroom. After looking at the principal books on the subjects, the author suggests sixteen learning activities which can be used on all language levels to develop all four skills. Through these activities, the students learn not only a foreign language but they learn about themselves.

WANDA TIEFENBRUN, Susan (1972) :

The Use OF Planned Dramatic Scenes With The Audio-Lingual Method, *The French Review*, 45, 4, March, 855-859.

WARNER, Keith (1971) :

Voix françaises du monde noir, (Anthologie d'auteurs noirs francophones). New York: Holt, Rinehart and Winston, 156 p.

WATTENMAKER, Beverly S., WILSON, Virginia (1980) :

A Guidebook For Teaching Foreign Language: Spanish, French And German. Boston: Allyn & Bacon, 298 p.

WATTENMAKER, Beverly S., WILSON, Virginia (1980) :

A Guidebook for Teaching English as a Second Language. Boston: Allyn & Bacon, 212 p.

WEGMANN, Brenda (1978) :

Ocho mundos. New York: Holt, Rinehart and Winston, 196 p.

WEISS, François (1981) :

Communicate Or Perish, Presidential Address To British Association For Language Teaching, *The British Journal Of Language Teaching*, 19, 1, Spring, 5-10.

(Voir résumé: aspect général).

WEISS, François (1983) :

Jeux et activités communicatives dans la classe de langue, Paris, Hachette, 127 p.

Regroupe 51 jeux et activités communicatives sous les chapitres suivants: exercices préliminaires technique de libération de la parole, avec des chiffres et des nombres, avec des lettres et des mots, des questions, situation de communication, mimes-sketches-jeux de rôles, créativité et pour se détendre.

WESSELS, Betsy Davis (1971) :

The Development Of Facility In Free Oral Expression, Master's thesis, University of Texas at Austin, May, 67 p.

This thesis develops a method of classroom language whose aim is to have the student progress from language manipulation to free oral expression. General format of the lesson is 1) a selection (responding to students' interests) read by the teacher and then checked to see how much students understood (10 min.) 2) oral presentation and practice of new forms (10 min.) 3) controlled communication i.e. manipulative language activities (10 min.) 4) free conversation (20 min.) 5) dictation. It is said that subjects for discussion must be carefully prepared, that only mistakes recurring consistently and those impeding communication should be corrected. The teacher must keep his own contributions to the conversation to a minimum, his role being to stimulate participation. In this study, students were mainly interested in socio-cultural subjects and cartoons were used to explain cultural traits. One overall conclusion is that "relevance to the interests and needs of the students stands out as a most essential factor in the selection of both materials and methods". Examples of the readings used are given in appendix.

WESTELL, Margaret (1977) :

Asking Questions, *Modern English Teacher*, 5, 2, p. 18.

WIDDOWSON, H.G. (1981) :

Une approche communicative de l'enseignement des langues, Paris, Credif Hatier, 191 p.

Une partie du chapitre 3 traite des activités liées à la langue orale.

WILLEKE, Audrone B., CLAUSING, Gerhard, FORMANER, Martha, WOOD, Cecil (1974) :

Small-Group Activities And The Role Of The Instructor In Media-Aided Programs, *NALLD Journal*, 8, 2, Win., 5-18. Dept. of Modern Languages, University of Louisville, Louisville KY.

WINGFIELD, R.J. (1972) :

Conversational Responses To Statements, *ELT English Language Teaching*, 27, 1, October, 24-27.

A description of a simple drill method designed to help students respond to statements in a variety of forms - expressing doubt, disagreement, interest and so on. A detailed description of the activity.

WINKLE, M. (1971) :

Games: Learning Without Boredom, *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 27, 2, January/Janvier, 91-95.

WINKS, M. (1978) :

Using Pictures For Oral Composition, *ELT English Language Teaching Journal*, 32, 4, July, 322-324.

A simple approach to oral composition using a wall picture and nine or ten sentences about the picture to form a "spoken" text. The teacher controls the sentence structure while allowing creativity from the class. An example is given.

WINN-BELL OLSEN, Judy, GOSAK, Alice (1978) :

Initiating Communication In The ESL Classroom, *ELT English Language Teaching Journal*, 32, 4, July, 265-270.

Five techniques suggested to initiate communication in the second-language classroom: the interview, the mutual interview, the class story, the journal or diary, role-playing and problem solving. Each technique is described.

WOODS, Edward (1979) :

A Project - A Film; A Film - A Project, *Modern English Teacher*, 7, 2, November, 27-30.

WRIGHT, Andrew (1979) :

Twenty Ways To Use Flaschcards. Part 2, *Modern English Teacher*, 7, 2, November, 22-23.

WRIGHT, Andre, BETTERIDGE, David, BUCKBY, Michel (1982) :

Games For Language Learning, Cambridge, Cambridge University Press, 106 p.

WRIGHT, Wendy A. (1973) :

Games And Activity For Use With L.F.I. Levels I And II, *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 29, 4, May/mai, 32-34.

Discusses the value of some games and activities that form part of a "Verification" and replace some of the teacher-centered techniques generally used at this phase. Describes the making and using of illustrated cards relating to specific themes.

WRIGHT, Wendy, HATHORN, Ramon (1978) :

Le français partout 6. Toronto: Holt, Rinehart and Winston of Canada, Limited, 212 p.

Cahier d'exercices 6.

WRIGHT, Wendy (1979) :

More Media In The Classroom, *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 35, 4, May/mai, 673-675.

WYBORSKI, Roman (1980) :

Note sur un club de conversation, *Le Français dans le monde*, 155, août-septembre, 79-80.

Compte rendu d'une expérience réalisée au Centre du Comité polonais de coopération avec l'Alliance française auprès de l'université de Silésie (Pologne). Le club de conversation poursuit un objectif majeur: "l'acquisition de la compétence de production spontanée et/ou réfléchie en situations imposées ou choisies". L'auteur cite un certain nombre de manifestations permettant une "prise de parole spontanée", une "prise de parole différée", un discours "à questions" suite à un événement rapporté. Quelques exemples.

YAMAMOTO, Norman Y. (1978) :

The Oral Method: Harold E. Palmer and the Reformation of the Teaching of the English Language in Japan, *ELT English Language Teaching Journal*, 32, 2, January, 151-158.

Focuses on Harold E. Palmer's oral method of teaching English. The "ostensive method" stresses the correctness of pronunciation, presents new material in a lesson and uses it in the form of statements accompanied by the necessary actions and gestures. The method excludes any form of writing or reading. Distinction is made between conventional conversation and normal conversation.

YORKEY, Richard (1977) :

The Appointment Agenda: Practice in Role-Playing, *Modern English Teacher*, 5, 3, 16-17.

ZELSON, Sidney N.I. (1976) :

Developing Language Proficiency, *Language Association Bulletin*, New York State Association of Foreign Language Teachers, 28, 2, November, 17-20.

"Skill-getting" activities should be given more priority than "skill-using" activities especially in the first and second year of language instruction. Types of activities suggested are: interviewing the instructor or other students, vocabulary games, games based on television programs, riddles and all types of role-playing situations which provide interaction in the target language and which emphasize communication.

4e PARTIE

LA CLASSE DE CONVERSATION:

COURANTS

La classe de conversation: courants

Il s'agit dans cette partie d'écrits relatifs à certains courants qui, à des degrés divers, exercent une influence sur la c.c.; on y trouve aussi des textes traitant des implications pédagogiques de ces courants ou de leur application.

Comme nous l'avons dit précédemment, cette 4^e partie ne constitue pas une bibliographie sur le behaviorisme, le structuralisme, l'approche communicative ou l'analyse conversationnelle. Toutefois la connaissance du contenu de certains écrits - même théoriques - peut aider le professeur dans la c.c. Par exemple la compréhension de la structure et du fonctionnement de la conversation en L1 pourra apporter des éléments nouveaux à l'enseignant dans la classe de langue comme l'explique Roulet (1980) dans ces termes:

> "Du point de vue pédagogique nous ne prétendons pas qu'un tel mode d'analyse doive être introduit dans la classe de L2, ni qu'il suffise à poser les fondements d'une approche communicative; il ne traite pas, en effet, des problèmes soulevés par l'acquisition et par la pratique de ces structures conversationnelles. Néanmoins, il constitue une condition nécessaire au développement d'une telle approche pour le pédagogue, car on ne peut simuler ou exploiter des conversations authentiques sans disposer d'instruments heuristiques permettant d'en saisir la structure et le fonctionnement (Roulet dans Knafo, p. 92).

La plupart des titres d'ordre théorique présentés ou résumés dans ce chapitre y ont donc été insérés avec un objectif d'apport à la c.c.

ABBOTT, Elizabeth (1979) :

Communicative Exercices: A problem And A Suggested Solution, *English Language Teaching Journal*, 33, 3, April, 202-205.

(Voir Résumé: déroulement).

ABE, Danièle, CEMBALO, Michel (1983) :

E.A.O.: Expression orale avec ordinateur? *Mélanges pédagogiques 1983*, Nancy, C.R.A.P.E.L., 3-28.

Description de deux expériences pédagogiques portant sur l'activation de l'expression orale en groupe à l'aide de l'ordinateur et analyse des productions langagières des apprenants enregistrés au cours des expériences. Observations sur le discours des apprenants.

ABE, D., HENNER-STANCHINA, C., REGENT, O. (1978) :

Apprentissage de l'expression orale en autonomie. Implications de l'approche fonctionnelle, *Mélanges pédagogiques 1978*, C.R.A.P.E.L., recueil 1978, 14 p.

(Voir résumé: déroulement).

AGER, D.E. (1976) :

Language Learning And Sociolinguistics, *IRAL International Review of Applied Linguistics in Language Teaching*, 14, 3, August, 285-297.

This article is concerned with 1) methods of description of situations in which communication takes place 2) analytical processes applicable to the description of language used in communication situations 3) the practical use which can be made of these analyses in terms of course objectives, selection of language samples to be used as models and the kind of guidance to be offered to learners. Finally, the problems of the advanced learner are discussed. An example of a study syllabus is given (Appendix B).

APPLEGATE, Richard B. (1975) :

The Language Teacher And The Rules Of Speaking, *Tesol Quarterly*, 9, 3, September, 271-281.

As knowledge of a L2 involves more than just a grammatical competence, this article deals with some of the ways in which rules of speaking can vary from culture to culture. The author talks about the role of silence, speaking volume and intonation, situations requiring set formulas, conventions of politeness and how information is organized and should be organized.

It is important that teachers recognize the relevancy of these rules of speaking which depend on the language studied, and that they make the students aware of the social implications of language use.

AUCHLIN, Antoine (1981) :

Réflexions sur les marqueurs de structuration de la conversation, *Etudes de linguistique appliquée*, 44, 88-104.

AUTHIER, Jacqueline, MEUNIER, André (1977) :

Exercices de grammaire et discours rapporté, *Langue française*, 33, février, 40-67.

(Voir résumé: intervenants).

BACHELIER, Evelyne (1979) :

De la conversation à la conversion, *Communications/La conversation*, 30, Paris, Seuil, 31-56.

BERTHET, Frédéric (1979) :

Eléments de conversation (I), (II), (III), *Communications/La conversation*, 30, Paris, 109-164.

BLACK, Colin, BUTZKAMM, Wolfgang (1978) :

Classroom Language: Materials For Communicative Language Teaching, *English Language Teaching Journal*, 32, 4, July, 270-274.

(Voir résumé: déroulement).

BOUCHER, Anne-Marie, LADOUCEUR, Michel (1983) :

Communication + 1, Montréal, Centre éducatif et culturel, 126 p.

(Voir résumé: déroulement).

BOUCHER, Anne-Marie, LADOUCEUR, Michel (1983) :

Communication + 1, guide d'accompagnement, Montréal, Centre éducatif et culturel, 109 p.

(Voir résumé: déroulement).

BRATT PAULSTON, Christina, BRUNETTI, Barry, BRILTON, Dale, HOOVER, John (1975) :

Developing Communicative Competence: Roleplays In English As A Second Language, Pittsburg, The University Center for International Studies, University of Pittsburg, 53 p.

(Voir résumé: déroulement).

CARTON, Francis M. (1981) :

Le discours oral en élaboration: directions de recherche, *Mélanges pédagogiques 1981*, Nancy C.R.A.P.E.L., 49-68.

Analyse de la conversation et quelques applications à l'enseignement/apprentissage de la compétence de communication en L2.

CARTON, Francis-Marie (1983) :

Pour une didactique des stratégies conversationnelles, *Mélanges pédagogiques 1983*, Nancy, C.R.A.P.E.L., 53-102.

Prise en compte de données fournies par certains travaux portant sur l'analyse de la conversation et utilisation de celles-ci en enseignement/apprentissage des langues. Appplications pédagogiques et compte rendu d'expériences.

COIANIZ, Alain (1980) :

Comportements langagiers, C.F.P., Université Paul Valéry, Montpellier III.

CORBETT, Jim (1976) :

Dialogues And Interests, *Les langues modernes*, 70, 1, 73-75.

CORDER, S. Pit (1978) :

Learner Language And Teacher Talk, *Audio-Visual Language Journal*, 16, Spring, 5-13.

CORSETTI, Susan Catherine (1979) :

The Teaching And Performance Of Speech Acts In The Language Classroom, Ph. D. dissertation, Georgetown University, 173 p.

(Voir résumé: déroulement).

CRAWFORD, John F. (1977) :

Utterance Rules, Turn-Taking And Attitudes In Enquiry Openers, *IRAL International Review of Applied Linguistics in Language Teaching*, 15, 4, November, 279-298.

Tentative sociolinguistic rules for utterances are offered within the focus of enquiry openings at public and semi-public enquiry desks in face-to-face interaction. Possible applications of these rules are suggested for designers of foreign language teaching syllabuses. Rules governing who speaks first along with greeting rules are followed by enquiry-opener attitude ratings. The rules are based on tape-recordings made from 38 conversations.

DEBYSER, Francis (1977) :

Le choc en retour du niveau 2, *Le Français dans le monde*, 133, novembre-décembre, 38-42.

DI PIETRO, Robert J. (1981) :

Discourse And Real-Life Roles In The ESL Classroom, *TESOL Quarterly*, 15, 1, March, 27-33.

DONALDSON-EVANS, Mary (1981) :

Auditory Comprehension In The French Conversation Class, *Modern Language Journal*, 65, 2, 166-173.

(Voir résumé: déroulement).

DUCROT, Oswald (1982) :

Note sur l'argumentation et l'acte d'argumenter, *Cahiers de linguistique française 4* (Concession et consécution dans le discours), Genève, Université de Genève, 143-165.

FARAONE, Stephen Vincent (1982) :

An Observational Assessment Of High And Low Skill Conversational Interaction, Ph. D. dissertation, the University of Iowa, 262 p.

(Voir résumé: Intervenants).

FIUSA, Dolores, KEHL, Marie-Josette, WEIS, François (1978-79) :

En effeuillant la marguerite. Exercices d'entraînement à la compréhension et à l'expression orales, Paris, Langenscheidt-Hachette, Dossier du professeur 48 p., cahier de l'élève 46 p.

Matériel d'appoint présenté sous forme d'un "dossier du professeur" et d'un "cahier de l'élève" pour aider la compréhension et l'expression orale de l'élève aux différentes étapes de l'apprentissage. Les exercices proposés dans ce recueil vont "de l'exercice contraignant à l'exercice de créativité" et sont regroupés en six unités correspondant chacune à une intention de communication: prendre, maintenir et rompre le contact, prendre position, exprimer des sentiments, rapporter un fait, demander un service et faire une réclamation. Les auteurs de ce recueil ont tenu compte de certains apports de la pragmalinguistique et nous présentent de bons exemples d'exercices élaborés dans cette perspective.

FLAHAULT, François (1979) :

Le fonctionnement de la parole, *Communications*/*La conversation*, 30, Paris, Seuil, 73-80.

GERMAIN, Claude (1968) :

Le français, langue seconde: aspects de la conversation, Mémoire de D.E.S., Université de Montréal, 133 p.

(Voir résumé: aspect général).

GREEN, Jerry D. (1975) :

Some Principles For The Development Of Remedial Pronunciation Material For Advanced Level Learners: An Individualized Approach, *Audio-Visual Language Journal*, 13, 1, Spring, 12-16.

(Voir résumé: déroulement).

GREMMO, M.J., HOLEC, H., RILEY, P. (1977) :

Interactional Structure: The Role of The Role, *Mélanges pédagogiques 1977*, Nancy, C.R.A.P.E.L., 42-56.

Examines the concept of verbal interaction in the perspective of learning communicative competence in a foreign language. Treats of the notion of the interactive role necessary for the description of verbal interaction. Gives a real-life example of verbal exchange to justify this theory.

GRICE, Paul H. (1979) :

Logique et conversation, *Communication/La conversation*, 30, Paris, Seuil, 57-72.

GUNTERMANN, Gail (1979) :

Purposeful Communication Practice: Developing Functional Proficiency In A Foreign Language, *Foreign Language Annals*, 12, 3, May, 219-225.

Gunterman describes several variables of communication. Functional communication practice is based on the common purpose for which language is used. He gives a nine point list of common purposes such as socializing, establishing relationship and arguing. Three specific critereas can be applied in selecting the purposes. After the selection, basic sentences are constructed, practiced and applied to seven categories of communication activities. Finally, he applies the purposes and the categories of communication to the linguistics material taught in class.

JARAMILLO, Mari-Juci (1973) :

Cultural Differences In The Esol Classroom, *TESOL Quarterly*, 7, 1, 51-60.

(Voir résumé: intervenants).

JOYEZ, Jacques (1982) :

Quand bien même *Pourtant*, Fourtant *Quand même*, *Cahiers de linguistique française 4* (Concessions et consécution dans le discours), Genève, Université de Genève, 165-189.

KEMPEN, G. (1979) :

La mise en paroles, aspects psycholinguistiques de l'expression orale, *Foreign Language Annals*, 33, janvier-mars, 1979, 19-29.

KRAMSCH, Claire (1981) :

Teaching Discussion Skills: A Pragmatic Approach, *Foreign Language Annals*, 14, 2, April, 93-104.

"This article explores the veroal and behavioral strategies needed to participate with ease and confidence in conversation. Observation and analysis of seminar-type discussions between native speakers and listeners serve as a basis for a tentative classification of discussion functions and their rhetorical markers". A list of rhetorical markers is given for the following functions: operners, keeping the floor, linking, reactive listening. Eight types of exercises to practice some of the functions observed are given.

LITTLEWOOD, William T. (1975) :

The Acquisition Of Communicative Competence In An Artificial Environment, *Praxis Des Neusprachlichen Unterrichts*, 22, 1, 13-21.

Defines two kinds of interlanguages: transitional competence and idiosyncratic dialect. It states that language instruction is essentially an intervention to normal communicative development through the creation of an artificial environment. Studies the classroom in its role as the representative and extension of the real foreign environment. Language teaching depends, like drama, on "the willing suspension of disbelief" which comprises a large part of what we call "motivation". Examples are given.

LITTLEWOOD, William T. (1979) :

Communicative Performance In Language - Developmental Contexts, *IRAL International Review Of Applied Linguistics In Language Teaching*, 17, 2, 123-138.

(Voir résumé: aspect général).

MAURIES, Patrick (1979) :

Andy Warhol Interview: l'esthétique de la conversation, *Communication/La conversation*, 30, Paris, Seuil, 164-179.

McCARTHY, Brian (1983) :

The Language Of A Conversation Class, *Australian Review Of Applied Linguistics*, 6, 2, October, 36-52.

(Voir résumé: aspect général).

METRAL, Janine (1982) :

A partir d'Agora - Quelques réflexions, *Cahiers de linguistique française 4* (Concession et consécution dans le discours), Genève, Université de Genève, 219-229.

MOESCHLER, Jacques, SCHELLING, Marianne & ZENONE, Anna (1982) :

Structure de l'intervention, connecteurs pragmatiques et argumentation: à propos d'Agora, *Cahiers de linguistique française 4* (Concession et consécution dans le discours), Genève, Université de Genève, 165-189.

MOESCHLER, Jacques, SPENGLER, Nina (de) (1982) :

La concession ou la réfutation interdite, approches argumentative et conversationnelle, *Cahiers de linguistique française* 4 (Concession et consécution dans le discours), Genève, Université de Genève, 7-37.

MOESCHLER, Jacques (1981) :

Discours polémique, réfutation et résolution des séquences conversationnelles, *Etudes de linguistique appliquée*, 44, 40-70.

MOESCHLER, Jacques (1982) :

Dire et contredire. Pragmatique de la négation et acte de réfutation dans la conversation, Berne, Peter Lang, 226 p.

MURRAY, Heather (1980) :

Practice And Communicative Competence -- Too Much Of A Bad Thing, Acts of the Colloquium of the Swiss Interuniversity Commission of Applied Linguistics, *Bulletin CILA*, 31, 49-54.

Shows that practice techniques are not sufficient for learning how to communicate. Heather Murray detects dissatisfaction among teachers using functional teaching syllabuses and describes failures of practice techniques. She gives two suggestions to make language teaching more communicative: 1) create more genuine communicative situations; 2) sensitization phase for helping students acquire communicative competence.

NUSBAUM, Marlene Ackerman (1980) :

The Creative Conversational Classroom: Generiting A Syllabus For Communicative Competence, Ph. D. Dissertation, Brown University, 220 p.

(Voir résumé: aspect général).

PÉREZ, Marcel (1982) :

Rôles et fonctions du moniteur de langue, Québec, Collège Vanier, Vidéocassette, 47 min., couleur.

(Voir résumé: intervenants).

PESSEL, André (1979) :

De la conversation chez les précieuses, *Communication/La conversation*, 30, Paris, Seuil, 14-30.

PEYTARD, Jean (1968) :

Pour un typologie des messages oraux, *Le Français dans le monde*, 57, juin, 73-80.

(Voir résumé: aspect général).

PIERON, C. (1978) :

Français fonctionnel et travailleurs étrangers: expérience d'oral avec des débutants, *Mélanges pédagogiques 1978*, C.R.A.P.E.L., 105-138.

Utilisation de l'approche fonctionnelle dans un cours de français pour débutants. A l'aide d'exemples tirés de deux modules, l'auteur fait état des difficultés rencontrées dans la pratique d'un cours fonctionnel, notamment des difficultés d'ordre méthodologique, des difficultés suscitées par les choix pédagogiques et des difficultés imputables à la nature du public. Cette expérience nous livre un certain "nombre d'enseignements quant à l'intérêt du fonctionnel": 1) le fonctionnel "permet de combler l'écart entre l'objet de l'apprentissage et son but"; 2) "ses objectifs précis et limités peuvent être atteints relativement rapidement"; 3) "l'élaboration des modules est une charge trop lourde pour l'animateur" et 4) "l'acquisition par l'apprenant d'une compétence de communication" qui se fait un peu en "délaissant l'acquisition d'une compétence linguistique" risque peut-être "d'enfermer les travailleurs étrangers dans une situation marginale (...)".

POWELL, Patricia B. (1975) :

Moi Tarzan, vous Jane?: A Study Of Communicative Competence, *Foreign Language Annals*, 8, 1, March, 38-42.

An experiment designed to measure the communicative competence of secondary students after two years of studying. Errors appeared to be due to interference, pedagogical strategies and especially to reduction processes. It is said that correction in terms of communication requirements might be more fruitful than any other kind since this seems to be important to students. Conclusion to be drawn from the results: we are trying to teach too much. This article is very often quoted.

PRŮCHA, Jan (1973) :

Verbal Communication In The Classroom. A Case For Applied Psycholinguistics, *Linguistics*, 112, September, 23-38.

(Voir résumé: intervenants).

RECANATI, François (1979) :

Insinuation et sous-entendu, *Communication/La conversation*, 30, Paris, Seuil, 95-109.

RICHARDS, Jack (1980) :

Conversation, *TESOL Quarterly*, December, 14, 4, 413-432.

Reviews various approaches to the description of conversation and discusses the role of several dimensions of conversational discourse. Mentions the participants' assumptions about conversation and strategies, in relation to the acquisition of conversation skills in a second language. Also examines the effects of transfer of L1 conversational norms into a second language.

RICHTERICH, René, SCHERER, Nicolas (1975) :

Communication orale et apprentissage des langues, Paris, Hachette, 138 p.

(Voir résumé: déroulement).

RILEY, P. (1976) :

Discursive and Communicative Functions of Non-Verbal Communication, *Mélanges pédagogiques 1976*, Nancy, C.R.A.P.E.L., 1-18.

RINKUS, Jerome J. (1979) :

Developing Mature Conversational Skills in Elementary Russian Courses, *Russian Language Journal/Russkii zazyk*, 33, 114, Winter, 15-20.

(Voir résumé: aspect général).

ROULET, Eddy (ed) (1980) :

Cahiers de linguistique française 1 (Actes de langage et structure de la conversation), Genève, Université de Genève, 155 p.

ROULET, Eddy (ed) (1981) :

Cahiers de linguistique française 2, Genève, Université de Genève.

ROULET, Eddy (ed) (1982) :

L'analyse de conversations authentiques, *Etudes de linguistique appliquée*, 115 p.

ROULET, Eddy (ed) (1983) :

Cahiers de linguistique française 5 (Connecteurs pragmatiques et structure du discours), Genève, Université de Genève, 351 p.

ROULET, Eddy (ed) (1982) :

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